

DOCUMENT RESUME

ED 458 873

IR 021 027

TITLE CNN Newsroom Classroom Guides, November 2001.
INSTITUTION Cable News Network, Atlanta, GA.; Turner Learning, Inc., Atlanta, GA.
PUB DATE 2001-11-00
NOTE 88p.
AVAILABLE FROM Turner Educational Services, 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts, \$24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589. For full text: <http://learning.turner.com/newsroom/archive>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS *Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: economic stimulus and U.S. steps up the bombing campaign in Afghanistan, (November 1-2); Bush administration faces tough questions about its military campaign, U.S.-led air strikes in Afghanistan intensify, President Bush wants coalition partners to back up their support for the war against terrorism, election roundup-Michael Bloomberg wins New York City's mayoral election, and Presidential address (November 5-9); the USS Stennis departs for the Arabian Sea, the Northern Alliance takes over Kabul, U.S. leaders are pleased with the retreat of Taliban forces, and a Taliban leader issues a new threat against the United States (November 13-16); Afghanistan ponders its political future, U.S. continues to hunt for Osama bin Laden, and U.S.-led war against the Taliban and al Qaeda is at a standoff (November 19-21); Taliban prisoners stage a prison revolt, U.S. Marines in Afghanistan hunt for Osama bin Laden, targeting terrorists, and first U.S. combat death in Afghanistan is confirmed (November 26-30). (MES)

CNN Newsroom Classroom Guides, November 2001

by Turner Learning, Inc.

M. Stevens

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CNN NEWSROOM Guide

November 01, 2001

Welcome to a Special Edition of CNN Newsroom.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Top Story ... 01:50...02:40

Pres. Bush urges Congress to pass an economic stimulus package.

Postal Future ... 02:50...05:30

The U.S. Postal Service faces tough times in the wake of the terrorist attacks.

Aviation Security ... 03:25...08:55

Airlines say they are doing their best to keep the skies safe, but some think more should be done.

Behind the Headlines: Homeland History ... 02:35...11:30

CNN Newsroom looks at the history of homeland security.

U.S.-Iran ... 04:00...15:30

CNN Newsroom's Joel Hochmuth examines the relationship between Iran and the U.S.

Web Site Information ... 00:45...16:15

Information on the CNN NEWSROOM Daily Classroom Guide

In the Headlines ... 01:00...17:15

-RAWA member earns honor.

-WTC gold found.

-Some colleges extend deadlines.

Special Series ... 06:00...23:15

Peru's President Alejandro Toledo is proud of his indigenous roots.

Special Series ... 04:10...27:25

The ancient city of Machu Picchu is a sacred Inca place.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Economic Stimulus

1. What is meant by the term "gross domestic product"? What happened to the GDP of the United States over the last quarter? According to President Bush, what action should Congress take in response to this? What did Treasury Secretary Paul O'Neill say that supports the president's view?
2. Do congressional Democrats and Republicans agree on what should be done to stimulate the economy? Discuss their disagreements, as cited in the video. Who might be the only person who could engineer a compromise between the two parties? According to the video, what are the political benefits and pitfalls of acting as a compromiser? Do you think George W. Bush will benefit or suffer politically if he crafts a compromise economic stimulus package? Explain.
3. Economists are beginning to use the word "recession" to describe the current state of the U.S. economy. Do your students know what this word means? Have them work in groups to research the economic definition of recession and current U.S. economic data. Groups will want to locate current information on such economic indicators as the unemployment rate, GDP, Dow Jones Industrial Average, interest rates, and other data, and compare this information to these same indicators a year ago. Have groups share their definitions and information. Discuss the economic evidence that supports the claim that the U.S. is heading into a recession.

LINKS:

<http://www.cnn.com/2001/US/10/31/jackson.recession.primers.otsc/index.html>

<http://www.nber.org/cycles.html>

<http://www.bls.gov/>

Postal Future

1. For how long has the U.S. had some form of a postal service? Approximately how many pieces of mail does the U.S. Postal Service deliver daily? In what way is the Postal Service "an inflexible giant"?
2. How have the attacks of September 11th and the anthrax attacks affected the operation of the U.S. Postal Service? How have revenues been impacted? What is the source of most of the Postal Service's revenue? What do some fear will happen if individuals and businesses find other carriers for their mail? What is one House bill proposing to help the Postal Service deal with its problems? Do you think the Postal Service will recover from the challenges it has faced since September 11th? State your rationale.

LINKS:

<http://www.usps.gov/>

Aviation Security

1. Who is Norman Mineta? What deficiencies does he acknowledge in airline safety? What role does he want the government to have in promoting aviation security? What steps has the federal government already taken to tighten aviation security? What security issues remain unresolved?
2. Currently, there is a debate going on in Congress over aviation security, specifically, whether airport security personnel should or should not be federal employees. Point out to your students that most Democrats favor making security personnel federal employees, while most Republicans want security in the hands of private companies, overseen by the federal government. Direct your students to research the pros and cons of both of these proposals. Have students share their findings in class discussion. Challenge each student to formulate his/her own opinion on the issue and write a position paper in response to this question: "Who should staff airport security operations, the federal government or private industry?"

LINKS:

<http://www.faa.gov/>

<http://www.cnn.com/SPECIALS/2001/trade.center/flight.risk/stories/part1.mainbar.html>

<http://www.cnn.com/2001/US/10/31/rec.aviation.bill/index.html>

Behind the Headlines: Homeland History

1. When was the Cold War period? Why were children of the Cold War Era taught to "duck and cover"? Prior to the Cold War, how was the U.S. protected from external attack? What attack brought the U.S. into World War II? How did airplanes and missiles "change the equation"? How have the attacks of September 11th "changed the rules" for homeland security?
2. Who is the director of the Office of Homeland Security? Why will he have to develop a new civil defense model? From what places could Tom Ridge borrow information as he attempts to deal with new threats to national security?

LINKS:

<http://pittsburgh.about.com/library/weekly/aa092001a.htm>

<http://members.home.net/cdmuseum2/index.html>

<http://www.coldwar.org/>

U.S.-Iran

1. What conflicting signals are coming from Iran in the wake of the terrorist attacks of September 11th? Who is the leader of that country? Why is Ayatollah Ali Khameni not interested in talking to the United States? What religion dominates Iran? Who was the Ayatollah Khomeini? What happened during his regime that brought an end to diplomatic relations between the U.S. and Iran?
2. Who is Mohammed Khatami? What political perspective does he represent? According to experts, why do even Iranian fundamentalists have a common interest with the U.S. in Afghanistan? Why do the Iranian Muslims dislike the Taliban? Why have Iranian authorities condemned both the attacks of September 11th and the bombing of Afghanistan? What help have the Iranians offered to the U.S. if needed? In spite of this, what is the current relationship like between Iran and the U.S.?
3. Direct your students to the Internet and other resources to learn more about Iran, its government, and relations with the U.S. Have students share their information. Ask students: What does each side have to gain from mutual cooperation? Are there any political downsides to cooperation between the U.S.

and Iran? Discuss.

LINKS:

<http://www.persia.org/>

<http://www.odci.gov/cia/publications/factbook/index.html>

<http://www.state.gov/>

Special Series: The Incas: (Part III) Alejandro Toledo

1. Who is Peru's president? What heritage does he share with more than 80 percent of his citizens? What is historically significant about Alejandro Toledo's election to the presidency? Why does Alejandro Toledo face "an enormous responsibility" as a president who is a descendant of the Inca?
2. Why does Toledo refer to himself as a "statistical error"? What kind of educational background does he have? What does he mean when he says Peru's society is very stratified? What percentage of Peruvians live below the poverty line? Why do you think the vast majority of Peru's poor are indigenous?
3. What does President Toledo believe is the key to changing the fortunes of Peru's poor? What does he propose to increase pride among Peru's indigenous young people? Explain how Alejandro Toledo is an example of the power of education.
4. What kind of government did President Toledo inherit? What nickname have his supporters given him? Why? How does Toledo respond to this nickname?
5. As mentioned in the video, Alejandro Toledo is of Inca descent, and is proud of his indigenous roots. Challenge students, working in groups, to learn more about other indigenous peoples of the Americas. Have each group select one indigenous people and conduct research to learn more about their history, culture, region, and modern political impact. Have each group offer a formal presentation of its findings. Discuss to what degree each of these indigenous peoples has had an impact on the politics of their region or country. What accounts for this impact, or lack of it? Discuss.
6. If you are teaching a class in intermediate or advanced Spanish, or if you teach a class of Spanish-speaking students, your students may want to learn more about Alejandro Toledo by reading the last Web site below, or other online resources and articles printed in Spanish.

LINKS:

<http://www.infoplease.com/spot/toledo1.html>

<http://www.fordemocracy.net/release2.shtml>

<http://travel.state.gov/peru.html>

<http://www.alejandrotolledo.com/>

Special Series: The Incas: (Part IV) Machu Picchu

1. Where is the ancient city of Machu Picchu? Who "discovered" this city in 1911? What did he see when he was led there by some farm workers? Who is Roxana Debrill? What is her connection to this city?
2. What does evidence reveal about the desertion of Machu Picchu? Why does Roxana Debrill dispute the claim that the Spaniards didn't know about Machu Picchu in the 16th century? According to

Debrill, to what famous Inca did the farm at Machu Picchu belong? To which conquistador's family did the farm belong after that? What dispute exists regarding the reason for Machu Picchu's existence? What spiritual beliefs are associated with Machu Picchu?

3. Why is Eric Bikis studying Machu Picchu? What does he believe about the design of the city? What are some of the theories that attempt to explain why Machu Picchu was abandoned? Approximately how many people lived in Machu Picchu at the city's height? Approximately how long was the city inhabited?
4. Ask students: Why do you think Machu Picchu was abandoned? Have students work in groups to gather research on Machu Picchu and formulate hypotheses on its demise. Have each group present its findings and hypothesis. In class discussion, challenge students to describe how they would go about testing each hypothesis to determine whether or not it could offer a plausible explanation for the demise of the city of Machu Picchu.
5. Teachers: For more educational materials on the Incas, visit this Web site, the homepage of Holt, Rinehart and Winston:
<http://go.hrw.com/>. In the Keyword space, type in **SG1 Brochure 12** for a project on "The Inca Trail to Machu Picchu." For a worksheet on "Adding Numbers the Maya Way," type **SG1 MAYA 8** in the Keyword space.

LINKS:

<http://gosouthamerica.about.com/cs/machupicchu/index.htm>
http://www.lonelyplanet.com/destinations/south_america/peru/
<http://www.peru-explorer.com/>

EDITOR'S NOTE:

economic stimulus
recession
security
civil defense
Iran
Alejandro Toledo
indigenous
Machu Picchu

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CNN NEWSROOM Guide

November 02, 2001

Welcome to a Special Edition of CNN Newsroom.

Today we conclude our series on "The Incas." For an overview article and lesson plan on this topic, please go to :

<http://fyi.cnn.com/2001/fyi/news/10/26/inca.overview/index.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Top Story ... 05:00...05:50

- The U.S. steps up the bombing campaign in Afghanistan.
- Northern Alliance troops appear to be advancing towards Kabul.

Afghanistan Weather ... 03:15...09:05

Geography and climate could play a significant role in the war on terrorism.

Second Draft of History ... 04:20...13:25

Textbook publishers scramble to rewrite history books after the Sept. 11th attacks.

Patriotism vs. Civility ... 04:00...17:25

A rise in patriotism sometimes leads to increased discrimination.

In the Headlines ... 00:40...18:05

- Deadly anthrax matches spores found in letters.
- Microsoft and Justice Dept. reach settlement.

Special Series ... 04:00...22:05

The Uros have developed a unique lifestyle on the waters of Lake Titicaca.

Special Series ... 05:00...27:05

Andean weavers try to keep their ancient traditions alive.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What action by the U.S. is boosting the morale of Northern Alliance troops in Northern Afghanistan? What obstacles currently exist between the Northern Alliance (also known as the United Front) and the Taliban strongholds? According to the Northern Alliance fighters, where are the Taliban troops?
2. What is life like in the town of Jhelum Khor? What do farmers there think of the U.S. bombing attacks? Why do you think they look forward to an end to Taliban rule?
3. Where are officials of the Northern Alliance/United Front sending 4,000 new troops? What is the U.S. military coordinating with the United Front? Near what two cities are U.S. and Northern Alliance troops located? Why do you think it is strategically significant to capture these two cities?

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/central/11/01/ret.attack.afghanistan/>
<http://www.cnn.com/SPECIALS/2001/trade.center.war.room/>

Afghanistan Weather

1. Where is the country of Afghanistan located? What are some of the unique geographic features found in this landlocked country? What were the highest and lowest temperatures recorded in Afghanistan, and where was each recorded? What are the average high and low temperatures in the country in the months of November and December?
2. Challenge your students, working in groups, to learn more about the geography and climate of Afghanistan. Have each group create a physical map of Afghanistan, complete with information about the country's geographic features and climate in different regions. Have groups present their maps to the class. Discuss the geographic and climatic challenges that air and ground campaigns could face in Afghanistan if this conflict continues over the winter months.

LINKS:

<http://www.afghan-web.com/geography/>
<http://www.cnn.com/WEATHER/newcities/asia.html>

Second Draft of History

1. How have the events of September 11th impacted textbook publishers? Why did the publisher in the video have to "stop the presses"? What was supposed to be the stopping point for the textbook titled "The American Nation"? Who is Frank Tangredi? What personal experience did he have that shaped his resolve to tell the story of what happened on September 11th? What other more practical reasons did publishers have for rewriting history after September 11th?
2. Who is Michael Stoff? Why does he think that the last chapter of the textbook he is writing is some of the most difficult writing he's ever done? What image did Frank Tangredi and his team opt not to use in their account of the September 11th attacks? What central image did they choose instead? Do you

think this was a good choice? Why or why not?

3. What do you think the reporter means when he talks about news as the "first draft of history"? Why do you think he refers to history textbooks as the "second draft"? What do you think textbook publishers should/should not include in their accounts of the terrorist attacks? What would you want your grandchildren to one day learn about September 11, 2001?
4. Our educators have been hard at work, too, producing curriculum materials for the events of September 11th and the war on terrorism. For a comprehensive list of lesson plans and CNN Newsroom Guides on the Attack on America and America's New War, please go to:
<http://turnerlearning.com/newsroom/specials.html>.

LINKS:

<http://www.cnn.com/SPECIALS/2001/trade.center/>

<http://www.state.gov/>

Patriotism vs. Civility

1. What is patriotism? Why are many more Americans displaying their patriotism since September 11th? In contrast to the positive emotions associated with patriotism, what negative side are some who live in the U.S. experiencing? How are some individuals treating 17-year old Daniel Armaios? Why are they treating him this way?
2. What is the aim of the National Conference of Community and Justice? What is a stereotype? From where do young people pick up stereotypes? What are some of the stereotypes mentioned in the video? How do stereotypes like this fuel hate crimes? What are some of the hate crimes that have occurred since the September 11th attacks?
3. How do Daniel's nationality and religion negate the stereotype some might associate with him? What stereotype might people associate with you if they knew nothing about you? How would you prove them wrong? Do you agree that understanding is the first step towards breaking stereotypes? Why or why not?
4. Point out to students that fear and ignorance are two of the reasons why people become prejudiced, discriminate and commit hate crimes. Ask your students to share what they know about the Islamic faith and the Muslim culture. Make a list of your students' responses. Refer students to the Internet and other resources to learn about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Muslims and Muslim fundamentalists. After students share their findings, have them review the information on their original list to determine which items are accurate, and which are stereotypes. Point out to students that some of the victims of the World Trade Center attacks were Muslims. Then ask: What can citizens and the U.S. government do to prevent American Muslims, and other groups, from being discriminated against and victimized in the aftermath of the terrorist attacks?

LINKS:

<http://www.cair-net.org/>

<http://www.muslimcenter.org/>

http://www.icna.org/nj/wb_record.htm

<http://www.cnn.com/2001/US/09/17/gen.hate.crimes/index.html>

Special Series: The Incas: (Part V) The Uros

1. What is the world's highest navigable lake? Who are the Uros? Why did their ancestors leave their coastal settlements in the 16th century? How have the Uros built their lifestyle around the lake? Why are reeds so important to that lifestyle? What is the average lifespan of one of the reed islands? What happens when an island gets too heavy?
2. How did the Uros first react to the tourists who came to observe this lifestyle? How do the Uros respond to tourists now? What ancient ways still survive among the Uros? What examples of more modern life can one find among them? Why do you think many of the youngest Uros prefer the life they see in the town of Puno? Why do some of the adults prefer life on the lake?
3. How does geography impact the population and culture of a nation? Assist your students, working in groups, in conducting an in-depth study of the geography of Peru. Distribute copies of outline maps of the country, and have groups fill in Peru's geographic features and population centers. Direct groups to research and share information about Peru's geography as it applies to its people. Point out, for instance, that Peru has a low percentage of arable land as a result of its varied terrain. Therefore, a very low percentage of its population is engaged in agriculture, meaning that the country has to import much of its food. What other conclusions can students draw about the people of Peru as they study the nation's geography? Specifically, how has geography dictated the lifestyle of the Uro people? Discuss.
4. Teachers: For a related classroom activity on the Incas, please see Riverdeep's "Telling the Secrets of Mountains." Go to:
http://www.riverdeep.net/teaching_the_news/news_2001/april/040901_explorer.jhtml.

LINKS:

<http://geography.about.com/library/maps/blperu.htm>
<http://members.tripod.com/~texcolcal/body/peru.html>
<http://www.stanford.edu/~csandvig/cs377c/1-01.shtml>
<http://gosouthamerica.about.com/library/weekly/aa102900a.htm>
http://www.tribes.co.uk/Pe_H_Titicaca.htm

Special Series: The Incas: (Part VI) Weavers

1. How old is Alina Cusihuaman? Why is she learning to weave as her ancestors once did? What is the purpose of the Center for Traditional Textiles? Where is the center located? Who founded this center?
2. Describe the steps in the Incan weaving process. What is the criteria for acceptance into the center's weaving program? What is the significance of the different weaving designs that are produced? How does the weaver know how to create each design? How are belts and straps made by the weavers? What is a loom?
3. Why do you think young people like Alina want to keep the ancient weaving tradition alive? Why do you think handmade items like those created by the weavers are recognized as art? In a modern world where most goods can be produced quickly and inexpensively, why do handmade products still have value to many people? Does your family have any handmade traditions that have been passed down for generations? If so, describe some of these crafts or art for the class, and explain how these

traditions have been preserved.

LINKS:

<http://www.incas.org/>

<http://www.incas.org/SPChincheru.htm>

<http://www.theincas.com/>

EDITOR'S NOTE:

Northern Alliance

Taliban

Kabul

textbook publishers

patriotism

stereotype

Uros

Lake Titicaca

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CNN NEWSROOM Guide

November 05, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War." For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to:

<http://turnerlearning.com/newsroom/specials.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 06:50...07:30

- The Bush administration faces tough questions about its military campaign
- The war on terrorism has Pakistan's president walking a political tightrope.

Ask CNN ... 00:45...08:15

What is al Qaeda and who are its leaders?

Arab League ... 02:40...10:55

Arab League members deliberate about their positions on terrorism.

ASEAN Summit ... 01:55...12:50

ASEAN leaders hold their annual meeting in Brunei.

Web Site Information ... 00:45...13:35

Information on the CNN NEWSROOM Daily Classroom Guide

Anthrax Investigation ... 08:15...21:50

- CNN's Joel Hochmuth presents an overview of the anthrax crisis.
- Washington, D.C.'s Chief Health Officer Ivan Walks reflects on the anthrax crisis.

Spirit of America: Firefighter Heroes ... 04:25...26:15

Firefighters are America's newest heroes.

CNN NEWSROOM CLOSE ... 01:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN**SPECIAL REPORT****Top Story: America Strikes Back**

1. What is the U.S. leaders' next step in the war against terrorism? Why is U.S. Defense Secretary Donald Rumsfeld touring Central Asia? What concerns regarding the war on terrorism must President George W. Bush address?
2. Remind students that in the video, Rep. Henry Hyde talks about the need for the U.S. to market its "virtues" throughout the world. Ask students: To which virtues is Hyde referring?
3. What is the purpose of the speech that Bush will deliver via satellite to the conference in Warsaw, Poland? Divide your class into small groups. Instruct each group to write a 2-3 minute speech for Bush to deliver to the terrorism conference in Poland. Challenge students to consider what Bush might say to appease the international community's concerns about the U.S.-led war on terrorism. Have students deliver their speeches to the class and discuss.
4. Who is Pervez Musharraf? How did he come to power? How do Pakistani citizens regard him? Why will the U.S. probably continue bombing Afghanistan during the Muslim holy month of Ramadan? What is Musharraf's position on this issue and on the war against terrorism in general? Why is Musharraf "walking a political razor's edge"?
5. Teachers: For a related CNNfyi.com article and materials on Pakistan, please go to:
<http://fyi.cnn.com/2001/fyi/lesson.plans/10/29/pakistan/index.html>.

LINKS:

<http://www.cnn.com/2001/US/11/04/gen.attack.on.terror/index.html>
<http://www.pakistanlink.com/>
<http://www.pak.gov.pk/>
<http://www.odci.gov/cia/publications/factbook/index.html>

Arab League

1. What is the Arab League? What is the Arab League's position on terrorism? How does the definition of terrorism differ between member states? How have member states responded to Osama bin Laden's appeal for Muslims to join in a holy war?
2. What is the Palestinian intifada? What is the Foreign Minister of Syria's stance on the conflict between the Israelis and the Palestinians? In your opinion, how do the September 11th attacks compare to the violence that is taking place between Israelis and Palestinians?
3. Have students, working in groups, research the history of the Middle East since 1947. Have each group share its findings, focusing on U.S. participation and mediation in any regional conflicts. Ask students: To what extent, if any, do you think the United States should modify its Middle East policy? Do you think U.S. support for a Palestinian state would violate its relationship with Israel? Explain. Do you support or reject the notion of a Palestinian state? Why?

4. Group students and assign each group an Arab League member nation. Instruct each group to research and prepare a presentation on the history of relations between the U.S. and the Arab country since the Gulf War. After the presentations, ask students: Where do these nations stand on the U.S. campaign against terrorism? What issues might cause them to support or refuse to support the U.S.? Discuss.

LINKS:

<http://www.leagueofarabstates.org/Englishdefault.asp>
<http://cnn.com/2001/WORLD/meast/10/31/syria.amin/index.html>
<http://fyi.cnn.com/SPECIALS/2001/trade.center>
<http://fyi.cnn.com/SPECIALS/2001/mideast/index.html>

ASEAN Summit

1. What is ASEAN? Where is the site of this year's ASEAN summit? What will be the dominating theme of that conference? Do all ASEAN member nations support President Bush's war against terrorism? Explain. Why do you think the "2001 ASEAN Declaration On Joint Action To Counter Terrorism" makes no mention of Afghanistan?
2. Have students work in groups to learn more about ASEAN and its mission. After students share their findings, have them identify ASEAN member nations on a world map. Ask students: Based on their geography and what you know about these countries, what economic issues do you think are priorities for these ASEAN member nations? What role do alliances like ASEAN play in facilitating free trade and economic growth among their members?

LINKS:

<http://www.ascansummit2001.org.bn/>
<http://www.us-asean.org/>
<http://cnn.com/2001/WORLD/asiapcf/east/11/02/asia.support/index.html>
<http://cnn.com/2001/WORLD/asiapcf/southeast/11/04/gen.asean.preview/index.html>
<http://fyi.cnn.com/SPECIALS/2001/war.on.terror/>

Anthrax Investigation

1. When did the first confirmed case of anthrax appear in the U.S.? Where in the U.S. were the latest traces of anthrax bacteria found? How has the anthrax outbreak impacted the U.S. Postal Service? How many people have died from anthrax? What is the status of the anthrax investigation?
2. How do people contract anthrax? What are some of the differences between a bacterial infection and a viral infection? Which type of infection is easier to treat? Why? Which form of anthrax is the most virulent? How is anthrax treated?
3. Who is Ivan Walks? How has the anthrax crisis personally and professionally affected Walks? How does he manage to provide the public with current information about the anthrax outbreak without inciting panic? To what extent were Walks and other public health officials prepared to deal with the September 11th attacks?
4. What can people do to protect themselves from contracting anthrax? According to Walks, should Americans be concerned about getting anthrax? Why or why not? Are you worried about contracting anthrax? Explain.

5. Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology:

<http://www.harcourt.com/dictionary/>.

For additional background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:

<http://fyi.cnn.com/2001/fyi/news/10/15/anthrax/index.html>.

LINKS:

<http://www.cnn.com/2001/HEALTH/conditions/11/04/anthrax/index.html>

<http://www.usps.gov/>

<http://www.bt.cdc.gov/>

http://www.anthrax.osd.mil/HTML_interface/default.html

Spirit of America: Firefighter Heroes

1. How has the public's perception of New York City firefighters changed since the September 11th attacks? Why? What is a hero? Why are heroes important? What is "hero worship"? What qualities make up a hero? Can you think of professions, other than firefighting, where people display heroism?
2. Ask students: Who are your heroes? Challenge students to identify at least five individuals from either their personal life, history, popular culture, literature, or folklore that they consider to be heroes. Instruct students to write brief explanations as to why these people are their heroes. Have students share their choices and discuss.
3. Do you think the definitions of hero and heroism have changed over time? Explain. If so, to what extent do you think media has influenced these changes? Challenge students to identify contemporary real life heroes and compare them to real life heroes of the past. How do their similarities and differences reflect changes in societal values and cultural norms? Do you think historical heroic figures, such as Thomas Jefferson and Christopher Columbus, would be considered heroes in today's society? Why or why not?

EXTENSION: Invite a local firefighter to your class to explain the skills and education necessary to become a professional firefighter, as well as the benefits and drawbacks of the profession. Discuss how preparation for a career as a firefighter might also prepare a person for the challenges of everyday life.

LINKS:

<http://www.ci.nyc.ny.us/html/fdny/home.html>

<http://www.firefighting.org/>

<http://www.mikementzer.com/heroism.html>

<http://www.firefighting.org/>

EDITOR'S NOTE:

Pakistan

Pervez Musharraf

Arab League

terrorism

ASEAN summit

anthrax
firefighters
heroes

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CNN NEWSROOM Guide

November 06, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War." For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to:

<http://turnerlearning.com/newsroom/specials.html>

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Top Story ... 05:00...05:50

-U.S.-led airstrikes in Afghanistan intensify.

-Northern Alliance troops demonstrate their readiness to fight.

Reporter's Notebook ... 05:35...11:25

Taliban leaders escort journalists to alleged attack sites.

Turkey ... 02:55...14:20

Turkey plans to send troops to Afghanistan to support U.S. anti-terrorism efforts.

Africa Investments ... 06:00...20:20

-Nigeria's president pledges to support the U.S.-led war against terrorism.

-The U.S. holds a summit aimed at strengthening Africa's economy.

Web Site Information ... 00:45...21:05

Information on the CNN NEWSROOM Daily Classroom Guide

Anthrax Investigation ... 05:35...26:40

-Russian scientists have developed a machine that kills anthrax.

-Anthrax is found in Pakistan.

CNN NEWSROOM CLOSE ... 01:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Where in Afghanistan is the U.S. military concentrating its firepower? Who is Donald Rumsfeld? What is his role in the war against terrorism? According to the U.S. Secretary of Defense, how much progress has the U.S. made in its bombing campaign?
2. What action by the U.S. is boosting the morale of Northern Alliance troops in Northern Afghanistan? According to the Northern Alliance fighters, where are the Taliban troops? What obstacles currently exist between the Northern Alliance and the Taliban strongholds?
3. Why did the American helicopter crash in Afghanistan? Challenge your students, working in groups, to learn more about the geography and climate of Afghanistan. Have each group create a physical map of Afghanistan, complete with information about the country's geographic features and climate in different regions. Have groups present their maps to the class. Discuss the geographic and climatic challenges that air and ground campaigns could face in Afghanistan if this conflict continues over the winter months.

LINKS:

<http://fyi.cnn.com/2001/US/11/05/ret.retaliation.facts.index.html>

<http://fyi.cnn.com/SPECIALS/2001/trade.center/war.room/>

Reporter's Notebook

1. What did the journalists see during their tour of Afghanistan? Why do you think Taliban leaders continue to be friendly to Western journalists? How does this trip illustrate what the Taliban are learning about the role of propaganda in modern warfare?
2. To what extent do journalists influence people's perceptions and attitudes about the U.S.-led war against terrorism and the attacks against Afghanistan? Group students and assign each group a print, television or online news source. Challenge each group to learn about the political orientation of the publication or program and review its coverage of the U.S.-led war against terrorism. After students compare and contrast their findings, ask: Do these reports reflect the political orientation of the publication or program? Discuss. Do you think international journalists should cover the Taliban's tours of alleged attack sites and claims of alleged Afghan civilian casualties? Why or why not?

LINKS:

<http://www.cnn.com/SPECIALS/2001/trade.center/index.html>

<http://www.naa.org/>

Turkey

1. Where is Turkey located in relation to Afghanistan? What are some of the similarities and differences between Turkey and Afghanistan? What are the main differences between Turkey's "secular democracy" and the Taliban's "fundamentalist regime"?
2. When and under what circumstances did the U.S. and Turkey establish a political alliance? Why is Turkey's membership in NATO politically significant? What type of support is Turkey providing the U.S. in its war against terrorism? Why do you think Turkey's government is supporting the United

States' anti-terrorism efforts?

3. Why do some people oppose Turkey's decision to deploy troops to Afghanistan? Instruct students to conduct research to learn more about the history of relations between Turkey and the U.S. since 1947. Have students create a timeline that depicts the significant events in U.S.-Turkey relations. After students review the timeline, ask: What political and economic factors do you think influenced the Turkish government's decision to support the U.S.-led war on terrorism? What risks does Turkey assume by supporting the U.S.'s military action in Afghanistan? Do you agree with Turkey's decision to support the U.S.? Discuss.

LINKS:

<http://memory.loc.gov/frd/cs/trtoc.html>

http://www.state.gov/www/background_notes/turkey_9910_bgn.html

Africa Investments

1. Who is Olusegun Obasanjo? What is his position on the U.S.-led war against terrorism? Why is this a difficult stance for President Obasanjo to take? Do you think it is important to the U.S. that Nigeria support its military campaign in Afghanistan? Discuss.
2. What was the purpose of the U.S.-African Business Summit? Why is the U.S. interested in helping Africa strengthen its economy? What are the three most attractive investment sectors within Africa? Why do some investors have reservations about investing in African markets? How has the war against terrorism impacted U.S. investment and development in Africa?
3. Inform students that according to some experts, the reason the U.S. is attempting to strengthen Africa's economy is to accelerate Africa's full integration into the global economy. Ask students why they think the U.S. would want to accelerate Africa's integration into the global economy. Next, have students consider the following statement by Susan E. Rice, former U.S. Assistant Secretary-Designate for African Affairs: "Integrating Africa into the global economy entails simultaneous pursuit of several core activities: promoting economic reform, trade, and investment; sustaining democracy; promoting respect for human rights; and continuing our attempts to resolve remaining conflicts." Do these activities promote specific political and economic agendas? Explain. What are the benefits and drawbacks of Africa becoming fully integrated into the global economy?

LINKS:

<http://cnn.com/2001/WORLD/africa/11/02/ret.bush.africa.ap/index.html>

<http://www.africacncl.org/>

<http://www.ustr.gov/>

http://www.state.gov/www/regions/africa/fs_trade_980327.html

<http://usinfo.state.gov/regional/af/trade/homepage.htm>

<http://usinfo.state.gov/regional/af/trade/a1102902.htm>

<http://www.state.gov/p/af/rls/rm/2001/index.cfm?docid=5780>

<http://www.state.gov/p/af/>

Anthrax Investigation

1. What type of anthrax-killing technology have Russian scientists developed? How does the machine work? Why is this letter zapping technology better than what exists in the U.S.? Do you think the U.S. should sign a deal with the manufacturers of the Russian letter zapping machine? Why or why not?

Why might some find it ironic that Russia wants to sell its new anthrax-killing technology to the U.S.?

2. What are the differences between the 1979 anthrax outbreak and the current anthrax outbreak in the U.S.? Compare the similarities and differences between the U.S. and Russian governments' handling of these anthrax outbreaks. How much information do you think the U.S. and Russian governments should relate to their citizens about the outbreak of anthrax? Based on the information in the video, do you think the anthrax in the U.S. came from Russia? State your rationale.
3. Where in Pakistan has anthrax been found? How have Pakistan's health officials responded to this situation? What questions are they trying to answer? In your opinion, why might employees at the Pakistan newspaper The Daily Jang have been the target of an anthrax attack? Discuss.
4. Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's Academic Press Dictionary of Science and Technology:
<http://www.harcourt.com/dictionary/>.

For additional background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:
<http://fyi.cnn.com/2001/fyi/news/10/15/anthrax/index.html>.

LINKS:

<http://www.bt.cdc.gov/>

<http://www.texnews.com/biz97/jt121297.html>

<http://cnn.com/2001/WORLD/asiapcf/south/11/03/pakistan.outbreak/index.html>

<http://cnn.com/2001/WORLD/europe/10/16/russia.anthrax/index.html>

EDITOR'S NOTE:

Donald Rumsfeld

Northern Alliance

Turkey

U.S.-African Business Summit

terrorism

anthrax

electron beam accelerator

Pakistan

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CNN NEWSROOM Guide

November 07, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 02:30...03:10

President Bush wants coalition partners to back up their support for the war against terrorism with action.

German Troops ... 02:50...06:00

Germany's chancellor offers troops for the U.S.-led war against terrorism.

Russia Anthrax ... 05:50...11:50

The former Soviet Union produced some of the world's most deadliest anthrax.

Anthrax History ... 03:00...14:50

Anthrax has existed for thousands of years.

Ask CNN ... 00:55...15:45

What are the symptoms of skin anthrax?

Charity ... 02:25...18:10

The Red Cross comes under fire from Capitol Hill lawmakers.

Washington Tourism ... 02:50...21:00

Tourism in Washington, D.C. has changed in the wake of the September 11th attacks.

The Journey ... 06:05...27:05

A new documentary chronicles a young filmmaker's quest to bridge the generation gap.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What steps is President George W. Bush taking to obtain international support for the war against terrorism? What message did Bush convey to the nations who might be reluctant to support the U.S. military campaign? If you were President Bush, what evidence would you offer coalition partners to get them to back up their support with action?
2. According to a recent CNN/USA Today Gallup Poll, what percentage of Americans surveyed approve of the U.S.-led military action in Afghanistan? Do you think the American people will continue to support this military effort if it extends over several months? Explain. Discuss the ways in which this war is different from others fought in recent history. What are covert operations? How might a lack of publicity about these operations impact popular perception of the war effort?

LINKS:

<http://www.cnn.com/2001/US/11/06/gen.attack.on.terror/index.html>

<http://www.cnn.com/SPECIALS/2001/trade.center/>

German Troops

1. What types of assistance did German Chancellor Gerhard Schroeder offer the U.S. for the war against terrorism? Why is Schroeder's decision historically significant? What needs to happen before Schroeder's offer can be enacted?
2. Refer students to their texts and other resources to learn about Germany's economic and political development during its post-WWII years. Have students identify why Germany has been called "an economic giant, but a political dwarf." After students present their findings, ask: Why is participation in military action a sensitive issue in Germany? How could Germany politically benefit by supporting the U.S.-led war against terrorism? What risks might Germany assume by deploying forces to Afghanistan? Discuss.

LINKS:

<http://cnn.com/2001/WORLD/europe/11/06/ret.germany.troops/index.html>

Russia Anthrax

1. What was the source of the 1979 anthrax outbreak in Yekaterinburg, Russia? How many people died as a result of this outbreak? Why did the Russian government manufacture anthrax? What forms of anthrax did it produce?
2. What are the differences between the 1979 anthrax outbreak and the current anthrax outbreak in the U.S.? Compare the similarities and differences between the U.S. and Russian governments' handling of these anthrax outbreaks. How much information do you think the U.S. and Russian governments should relate to their citizens about the outbreak of anthrax? Based on the information in the video, do you think the anthrax in the U.S. came from Russia? State your rationale.
3. Teachers: Your students can learn more about the science behind anthrax by consulting Harcourt's

Academic Press Dictionary of Science and Technology:

<http://www.harcourt.com/dictionary/>.

For additional background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:

<http://fyi.cnn.com/2001/fyi/news/10/15/anthrax/index.html>.

LINKS:

<http://www.bt.cdc.gov/>

<http://cnn.com/2001/US/10/16/gen.gorbachev/index.html>

<http://cnn.com/2001/WORLD/europe/10/16/russia.anthrax/index.html>

Anthrax History

1. During which periods of history has the world experienced outbreaks of anthrax? How can people contract anthrax? When and where was the first case of anthrax recorded in the U.S.? What events contributed to the development of the anthrax vaccine? How was the contaminated mill in Manchester, New Hampshire destroyed?
2. Why do you think a terrorist would resort to using anthrax as a weapon? Discuss. Point out to students that biological warfare is as old as war itself. The ancient Romans are thought to have initiated the practice of biological warfare by dumping diseased animals into the drinking water of their enemies, thus making their enemies sick and affecting their morale. Have students work in groups to learn more about biological warfare throughout history. After students share their information, discuss what makes biological warfare especially threatening to humans in the modern world.

LINKS:

<http://www.bt.cdc.gov/Agent/Agentlist.asp>

<http://www.cdc.gov/ncidod/EID/vol5no4/pavlin.htm>

Charity

1. How much money has the Red Cross raised to help victims of the September 11th attacks? Why has the Red Cross come under fire? How has soon-to-be former Red Cross President Bernadine Healy responded to these criticisms? What is the Liberty Fund?
2. Challenge students to comb multimedia sources to identify the different relief organizations and agencies that are providing aid to the victims of the September 11th attacks. List the students' findings on the board. Then, pair students and assign each pair an organization or agency from the list. Ask each pair to find out when its organization/agency was created, its responsibilities, and how it has responded to the current crisis. After students present their findings, ask: What do you think are the greatest difficulties associated with coordinating the efforts of these organizations/agencies? What challenges lie ahead for these organizations/agencies?

LINKS:

<http://cnn.com/2001/US/10/30/rec.attacks.redcross/index.html>

<http://fyi.cnn.com/2001/US/10/26/rec.healy.resigns/index.html>

<http://www.redcross.org/>

http://firstgov.gov/featured/usgresponse.html?ssid=1001458437682_172

<http://www.helping.org/>

Washington Tourism

1. How have the September 11th attacks affected the tourism industry in Washington, D.C.? What noted tourist sites are mentioned in the video? What are these organizations doing to attract more tourists?
2. Have student groups conduct online and library research to prepare multimedia presentations about Washington, D.C.'s historical attractions. Ask students to research the history and cultural significance of these historical sites. Following the presentations, ask: Do you think it's important that these sites remain open? Why or why not? How might a continued decline in tourism impact Washington, D.C.'s tourist-related businesses and the city's economy? After the discussion, have students consider what can be done to help the tourism industry in Washington, D.C.

LINKS:

<http://www.washington.org/frameset.html>

<http://www.dcpages.com/Tourism/>

The Journey

1. Who is Eric Saperston? Why did he set out to bridge the generation gap? Who did Eric interview? Why did he choose these people? What pitch did Eric use to get his interviews? What lessons did Eric learn as a result of his journey?
2. Do you agree with Eric that there has been a breakdown in communication between young and old people in America? Explain. If so, what factors do you think have contributed to this communication breakdown?
3. If you were in Eric's shoes, which adults would you want to interview? Why? What questions would you ask? Challenge students to interview accomplished adults within their community. Have students find out these people's values, what drives them to succeed, the struggles they've endured, and their advice for young people. Have students write a report of their findings and share them with the class. If possible, you may want to have students videotape their interviews.
4. Have students discuss the meaning of the following quote from the video: "Sometimes you take a journey, and sometimes the journey takes you." Challenge each student to write an autobiographical or fictional essay that illustrates the meaning of this quote. After students share their essays, ask: What personal journeys do you think you'll take during your lifetime?

LINKS:

<http://www.thejourneyfilm.com/journeyfilm/welcome.html>

<http://www.thejourneyfilm.com/journeyfilm/nbc.htm>

<http://www.accessatlanta.com/ajc/living/movies/0928journey.html>

EDITOR'S NOTE:

coalition partners
Gerhard Schroeder
Russia
anthrax
Washington, D.C.

tourism
Red Cross
generation gap

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CNN NEWSROOM Guide

November 08, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:15...05:55

Michael Bloomberg wins New York City's mayoral election.

Kids Voting USA ... 02:55...08:50

Students in Norfolk, VA participate in a mock gubernatorial race.

Terrorism Assets ... 02:25...11:15

The U.S. government freezes terrorists' assets.

Evidence ... 06:05...17:20

Former U.S. officials held meetings with the Taliban concerning Osama bin Laden.

Ask CNN ... 01:20...18:40

What kinds of precautions should Americans who are traveling abroad take?

Britain Tourism ... 02:20...21:00

Tourism in Britain has declined in the wake of the September 11th attacks.

Concorde Flies Again ... 02:55...23:55

The world's fastest passenger jet returns to the skies.

Web Site Information ... 00:45...24:40

Information on the CNN NEWSROOM Daily Classroom Guide

Comic Heroes ... 02:55...27:35

Marvel Comics pays tribute to New York City's firefighters.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Election Roundup

1. Who is the winner of the mayoral race in New York City? Who did he defeat? Why was this particular election in the national spotlight? What challenges do you think Michael Bloomberg will face as the new mayor of New York City?
2. Why was Bloomberg's win surprising? How much of his own money did Bloomberg spend on the race? What was the decisive factor in Bloomberg's victory? How important was incumbent Mayor Rudy Giuliani's endorsement?
3. Who is Orlando Sanchez? What is his ethnic and political background? How is he hoping to make history? Who is Lee Brown? Why do you think both candidates prefer to talk about issues instead of race? Do you think this is a good strategy? Why or why not?
4. Teachers: For an activity related to this story, visit the following CNNfyi.com site:
<http://fyi.cnn.com/2001/fyi/lesson.plans/11/07/elections/>.

LINKS:

<http://fyi.cnn.com/2001/fyi/news/11/07/election.overview/index.html>
http://home.nyc.gov/portal/index.jsp?pageID=nyc_mayor&catID=1194
<http://www.bloomberg.com/corp/press/bbglp.html>

Kids Voting USA

1. What is Kids Voting USA? What are the primary goals for this program? Do you think that if you engage students in the political process early, they'll be responsible citizens in the future? Why or why not?
2. What military facility is located in Norfolk, Virginia? What impact does this have on Norfolk's young residents who will soon have the right to vote? Share the following quote by Jennifer Wilson, "It means I am an American now. I'm truly part of the whole circle." What do you think Wilson means? Discuss.
3. Teachers: Visit the following CNNfyi.com site for a lesson plan on this story:
<http://fyi.cnn.com/2001/fyi/lesson.plans/11/07/students.vote/index.html>.

LINKS:

<http://www.kidsvotingusa.org/>
<http://www.fec.gov/pages/electpg.htm>

Terrorism Assets

1. What progress has the U.S. announced in the financial war on terrorism? What are al Barakaat and al Taqwa? In how many countries does al Barakaat operate? Why were these organizations the targets of U.S. law enforcement raids?
2. How does the al Qaeda network use the funds from organizations such as al Barakaat and al Taqwa? What does it mean to "freeze the assets" of terrorists? Why does the Bush administration consider this such an important step in the war on terrorism?
3. What is al Qaeda? Who heads this terrorist network? Refer students to the links below to learn more about bin Laden's al Qaeda network. With what other terrorist groups is al Qaeda associated? On a large wall map, mark each of the countries where these terrorist groups operate with a pushpin. What conclusions can students draw about the global reach of al Qaeda and its associated terrorist groups? Discuss the political and economic advantages that a global network offers to these terrorist operations, and how such a network makes a war on terrorism more difficult than a conventional war.

LINKS:

<http://fyi.cnn.com/2001/US/11/07/inv.freezing.assets/index.html>
<http://fyi.cnn.com/2001/US/09/21/inv.investigation.assets/index.html>
<http://cnn.com/2001/COMMUNITY/11/06/miller.file/index.html>
<http://www.cnn.com/SPECIALS/2001/binladen/>
<http://www.terrorism.com/index.shtml>
<http://usinfo.state.gov/topical/pol/terror/>

Evidence

1. Who are Karl Inderfurth and Mike Sheehan? How many meetings did Inderfurth have with Taliban officials? What was the purpose of these meetings? When and why did meetings between the U.S. and the Taliban begin in earnest?
2. What information did the U.S. present to Taliban officials to persuade them to bring bin Laden to justice? With what incidences of international terrorism has Osama bin Laden been associated? What was the "two-track" policy used by the Clinton and Bush administrations? Why was the U.S. unable to bring bin Laden to justice?
3. Who are the Taliban? Why would they grant sanctuary to Osama bin Laden? Why did the U.S. never place Afghanistan on the state-sponsored terrorism list? What does it mean to "recognize" a country? Explain.
4. What Afghanistan-related issues did the Clinton administration focus on? To what extent was the administration concerned about terrorism? Direct students to archival resources, including the Web sites below, to learn more about the Clinton administration's policy regarding Afghanistan following the 1998 U.S. embassy bombings. Have each student assume the role of a spokesperson for either President Clinton or President Bush. Ask each student to write a position statement either supporting or repudiating the Clinton administration's policy regarding Afghanistan. Have students share their statements and discuss.

LINKS:

<http://www.cnn.com/US/9910/23/us.taliban/>
<http://www4.cnn.com/ASIANYOW/central/9910/15/un.afghan.02/>
<http://fyi.cnn.com/SPECIALS/2001/taliban/>

<http://fyi.cnn.com/SPECIALS/2001/trade.center/>

Britain Tourism

1. How have the September 11th attacks and foot and mouth disease affected Britain's tourism industry?
2. Have student groups conduct online and library research to prepare multimedia presentations about Britain's tourist attractions. Direct students to research the history and cultural significance of these attractions. Following the presentations, ask: How might a continued decline in tourism impact Britain's tourist-related businesses and the nation's economy? Challenge students to prepare posters or scripts for radio or television announcements that Britain's government might use to restore confidence in its nation's tourism industry.

LINKS:

<http://www.visitbritain.com/>

<http://www.brithighcomm.org.nz/about/tourism.html>

<http://www.defra.gov.uk/>

Concorde Flies Again

1. How is the Concorde different from other passenger jets? When and why did the Concorde stop service? What measures have been taken to improve the plane?
2. What do you think Jean-Claude Gayssot meant when he said that resuming commercial service of the Concorde is "a highly significant sign of confidence and hope"?

LINKS:

http://press.britishairways.com/cgi-bin/view_article.pl?year=2001&month=11&day=06&index=1&referenc

Comic Heroes

1. What type of comic has Marvel Comics published to raise money for the Twin Towers Fund? How many illustrators and writers contributed to this project? What is a superhero? According to the video, why do many consider the September 11th rescue workers to be superheros?
2. Ask students to reflect on the acts of heroism displayed during the September 11th attacks and their aftermath. Using posterboard, have each student create a 1-2 page comic strip that depicts an act of heroism related to the attacks. After students share their work with the class, display their artwork in your school's library.

LINKS:

<http://www.dynamicforces.com/htmlfiles/>

<http://www.ci.nyc.ny.us/html/fdny/home.html>

<http://www.firefighting.org/>

EDITOR'S NOTE:

Michael Bloomberg

Kids Voting USA

terrorists' assets

al Barakaat
al Qaeda
Taliban
tourism
Marvel Comics

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CNN NEWSROOM Guide

November 09, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Top Story ... 02:40...03:30

President Bush speaks to the nation about the war against terrorism.

Hidden Price ... 04:00...07:30

The war against terrorism has many hidden costs.

Hollywood And Politics ... 03:00...10:30

The Bush administration sees a role for Hollywood in the war against terrorism.

Pakistan Crackdown ... 02:15...12:45

Pakistan cracks down on the Taliban's use of propaganda.

Saudi Arabia ... 04:05...16:50

CNN Newsroom's Joel Hochmuth presents a background report on Saudi Arabia.

Charity ... 04:05...20:55

Many charities are working hard to fulfill their promises.

Our World ... 01:55...22:50

Young Americans donate blood to help victims of the terrorist attacks.

Afghan Family Update ... 03:25...26:15

Abul Khalili contacts his family.

CNN NEWSROOM CLOSE ... 01:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Presidential Address

1. Why did President George W. Bush meet with leaders of Brazil and Ireland? What was the purpose of Mr. Bush's visit to the Centers for Disease Control? According to Bush, what progress has been made in the war against terrorism? What action does Bush recommend Americans take to help the war effort? Are you doing anything to support the war against terrorism? If so, what are you doing?
2. In his speech, Bush states, "Through this tragedy, we are renewing and reclaiming our strong American values." To what values is Bush referring? Do you agree with his assertion? Why or why not? Give an example to illustrate your opinion.

LINKS:

<http://www.cnn.com/2001/US/11/08/rec.bush.speech/index.html>

<http://www.cnn.com/2001/US/11/08/gen.attack.on.terror/index.html>

Hidden Price

1. What hidden costs of fighting terrorism are mentioned in the video? Who will pay the cost of security upgrades for businesses? How will this money be generated? As a consumer and/or taxpayer, how do you feel about having to finance the hidden costs of fighting terrorism? Discuss.
2. Group students and assign each group a Fortune 500 company. A list of these companies is available at the first Web site below. Instruct groups to conduct background research on their companies and identify how their companies' stocks have fared since the September 11th attacks. Have each group consider why fluctuations in the value of the company's stock may have occurred. After each group presents its findings, have the class discuss how a company manager and the public might perceive fluctuations in the stock's value. Ask students how they think the company will fare during the next year.

LINKS:

<http://www.fortune.com/index.jhtml>

<http://www.yahoo.com/r/li>

<http://fyi.cnn.com/money/>

Hollywood And Politics

1. What is the purpose of the upcoming meeting between senior Bush adviser Karl Rove and Hollywood entertainment executives? Why is the Bush administration eager to enlist the support of Hollywood?
2. How have the September 11th attacks changed the thematic emphasis of movies? What types of movies are currently popular? What themes are too sensitive for most moviegoers at this time?
3. Remind students that in the video, we learn that the image of the United States that Hollywood promotes overseas is "less than desirable." Ask students: What is the meaning of this statement? What images of the U.S. do American movies promote? Why? Are these images accurate? Explain.

4. What is propaganda? Have students consider the instances in which propaganda is most likely to be used. Instruct students to identify examples of propaganda used in wars and political campaigns, including student campaigns. Then have students determine what distinguishes propaganda from mere fact. What are some of the potential benefits and drawbacks of using propaganda to promote a cause? Give an example. What role do you think Hollywood should play in the U.S. war effort? Discuss.

LINKS:

<http://www.cnn.com/2001/US/11/08/rec.bush.hollywood/index.html>

Pakistan Crackdown

1. What is the only nation that has a diplomatic relationship with the Taliban? What is the status of this relationship? What is Pakistan's position on and role in the U.S.-led war against terrorism? What is the "Third Country Rule"? Why do you think Pakistani officials have invoked the Third Country Rule?
2. Refer students to the links below and other resources to learn more about the history of relations between Pakistan and the Taliban. Why do you think Pakistan continues to maintain ties with the Taliban? What could be the political consequences for the Taliban if it does not heed Pakistan's warning to stop speaking against other countries during media interviews? Explain.

LINKS:

<http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html>

<http://fyi.cnn.com/SPECIALS/2001/trade.center.afghan.zoom.html>

<http://www.cnn.com/SPECIALS/2001/taliban>

Saudi Arabia

1. What is Saudi Arabia's stance on the war against terrorism? What is its relationship with the Taliban? Why is Saudi Arabia's cooperation with allied forces considered vital to the war against terrorism? Why do you think Saudi Arabia refuses to let U.S. planes take off from the Prince Sultan air base?
2. What are some of the key events in the history of U.S.-Saudi Arabia relations during the last 30 years? To what extent do you think these events contributed to Saudi Arabia's decision to support the U.S.-led war against terrorism? Discuss.
3. Who is the current King of Saudi Arabia? What natural resource has provided Saudi Arabia with a great deal of wealth? What is the religious composition of Saudi Arabia? What factors are fueling a growing Islamic fundamentalist movement within Saudi Arabia?
4. Refer students to multimedia resources to learn more about the history, culture and economy of Saudi Arabia and why there is a growing Islamic fundamentalist movement within the nation. Have students identify how an Islamic fundamentalist regime would differ from the nation's current government. After students present their findings, ask: How would the war against terrorism be affected if Islamic fundamentalists came into power in Saudi Arabia? Do you think Islamic fundamentalists will come into power? Why or why not?

LINKS:

http://www.saudiembassy.net/profile/ff/ff_intro.html

<http://www.saudinf.com/>

<http://menic.utexas.edu/menic/countries/saudi.html>

Charity

1. How many charities have raised money for victims of the September 11th attacks? How much money have people donated to this cause? What are some of the different ways that charities are managing and distributing their funds? Why are many charities being criticized?
2. Challenge students to comb multimedia sources to identify some of the different relief organizations and agencies that are providing aid to the victims of the September 11th attacks. List the students' findings on the board. Then, pair students and assign each pair an organization or agency from the list. Ask each pair to find out when its organization/agency was created, its responsibilities, and how it has responded to the current crisis. After students present their findings, ask: What do you think are the greatest difficulties associated with coordinating the efforts of these organizations/agencies? What challenges lie ahead for these organizations/agencies?

LINKS:

<http://cnn.com/2001/US/10/30/rec.attacks.redcross.index.html>

<http://www.redcross.org/>

http://firstgov.gov/featured/usgresponse.html?ssid=1001458437682_172

<http://www.helping.org/>

Our World: Blood Drive

1. Why have so many Americans, including teenagers, donated their blood following the terrorist attacks on September 11, 2001? How much money have students at McEachern High School raised for September 11th relief efforts?
2. How have the terrorist attacks affected you? Have your feelings about this tragedy changed since it occurred? If so, how? Can you think of other events that have taken place during your lifetime that have compelled America's youth to reach out and help others? Discuss. How can people benefit from helping others during times of crisis?
3. What action have people in your community taken in response to the terrorist attacks? Challenge students to list on the board examples of how people have reached out to help others during this time. Have students consider the potential impact of these efforts for both individuals and communities. Then, as a class, have students select and implement a class activity, such as a fund raising drive, to help others cope with this tragedy.

LINKS:

<http://www.redcross.org/>

<http://www.redcross.org/sponsors/customerdonors.html>

<http://www.firstgov.gov/featured/usgresponse2.html#help>

<http://www.helping.org/>

Afghan Family Update

1. Where do Zarmina Khalili and her daughter live? Where is Zarmina's husband? Why is Abul Khalili in Afghanistan? For how long has he been distributing humanitarian aid to Afghans? When did Abul leave Los Angeles? When did his wife and child last hear from him? How do his wife and daughter

CNN NEWSROOM Guide

November 12, 2001

Due to technical problems, there is no CNN Newsroom Guide today. We apologize for the inconvenience.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

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CNN NEWSROOM Guide

November 13, 2001

Welcome to a Special Edition of CNN Newsroom.

Using CNN Newsroom will be the focus of a special Social Studies forum, set for 8 p.m. ET (5 p.m. Pacific), November 14 at TAPPED IN <http://www.tappedin.org/>. Help desk personnel will be available to assist new users.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:40...00:50

Top Story ... 05:00...05:50

- The USS Stennis departs for the Arabian Sea.
- Northern Alliance forces make significant gains.

Musharraf Home Front/Gambling on War ... 04:30...10:20

- Pakistanis look for economic benefits from their anti-terrorism efforts.
- Currency traders follow the fluctuating value of Afghanistan's money.

Tribal Law ... 04:00...14:20

CNN Correspondent Carol Lin reports on tribal laws in Baluchistan, Pakistan.

European Support ... 02:50...17:10

Support for the anti-terrorism campaign is waning in some countries.

U.S.-Russia Summit ... 02:10...19:20

Presidents Bush and Putin are expected to talk arms reduction at this week's summit.

Cameraman's Notebook ... 04:50...24:10

A CNN cameraman demonstrates the challenges of covering the war in Afghanistan.

Gardens ... 03:05...27:15

Concrete and ash from the Twin Towers settle on Manhattan's plants and trees.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What kind of ship is the USS Stennis? From what port did it leave? Of what operation will it be a part?
2. Share this quote by USS Stennis Captain James P. Wisecup with your class: "We sail today knowing that we have the American people strongly behind us. And believe me, that's a great feeling." Then ask: Are you "strongly behind" the crew of the USS Stennis? What is patriotism? Has your community become more patriotic over the past few weeks? Explain. Do you think American patriotism will benefit the servicemen and women aboard the USS Stennis? Why or why not? Discuss the meaning of the word "morale" and how an outpouring of patriotism affects the morale of those in military uniform.
3. What is the Northern Alliance? What gains has the Northern Alliance made in Afghanistan over the past few days? Why are these victories significant? How do you think media coverage of these advances is impacting the Northern Alliance offensive? Why?

LINKS:

<http://www.cvn74.navy.mil/>

<http://www.navy.mil/>

<http://members.tripod.de/usnavy/cvn/cvn74.html>

<http://www.cnn.com/2001/US/11/12/gen.war.against.terror/index.html>

Musharraf Home Front/Gambling on War

1. Who is the current president of Pakistan? With whom did he recently meet? Why has Pakistan been in the news so much in recent weeks? How do the merchants in Islamabad's Supermarket Mall feel about all the international attention being paid to their country?
2. What has the U.S. promised Pakistan in return for its participation in the anti-terrorism coalition? According to the video, do average Pakistanis feel that this "change in the political weather" will change their lives? Explain. Why do you think there is so much skepticism among them?
3. What is the basic monetary unit of Afghanistan? How many afghanis can currently be traded for one U.S. dollar? Where is Peshawar? What is driving the value of afghanis in Peshawar's currency market? What "complicating factors" are causing some confusion for those who use afghanis?
4. Generate a class discussion on how currency traders in Peshawar are gambling on Afghanistan's political fate. Refer students back to the video and ask them to summarize the opposing views of the traders who believe that the afghani is a "good bet" or a "bad bet." Then, divide the class into groups and have each conduct research into Afghanistan's political and economic system. Share group findings in class discussion. Challenge students to put themselves in the place of Peshawar's currency traders. Ask: Would you buy large quantities of afghanis, hoping their value will increase if the Taliban falls, or would you abandon the afghani, believing that it will soon have to be replaced? Discuss.

LINKS:

http://www.photius.com/wfb2000/countries/pakistan/pakistan_economy.html

http://www.photius.com/wfb2000/countries/afghanistan/afghanistan_economy.html

<http://www.odci.gov/cia/publications/factbook/>

Tribal Law

1. Where is Baluchistan? Who are the Bugtis? How is Mardar Bugti being tried for murder? How will his guilt or innocence be determined? Who is the judge and jury for this and all the Bugti "trials"? Why has Pakistan's government ceded control of this territory?
2. Explain how Bugti tribal customs override Pakistan's laws in this border region. Who makes the laws here? Describe the way civil disputes are handled. Why are the Bugtis bound by the decisions made by the council of elders? What is Mardar Bugti's fate? What do you think of this system of law and order? State your rationale.

LINKS:

<http://www.balochistanpost.com/item.asp?ID=73>

<http://members.tripod.com/~PAKISTAN786/Baluchistan.html>

European Support

1. How do the two rallies in Rome demonstrate the mixed feelings among Europeans regarding the war on terrorism? According to the video, what countries are experiencing a decrease in public support for anti-terrorism efforts? What reservations do some Europeans have about the war on terrorism? Do you agree with any of the sentiments you heard in the video? Explain.
2. Direct students to the Internet to look for European media outlets and their coverage of the war on terrorism. Ask each student to choose one article or report that he/she finds and read it carefully. Direct each student to share his/her article with the class. Discuss the different perspectives these articles offer and to what extent they support the war on terrorism. Based on the reports students read, how would they classify overall European support for the war? Why?

LINKS:

<http://www.europeaninternet.com/>

<http://www.cnn.com/SPECIALS/2001/trade.center/index.html>

U.S.-Russia Summit

1. Of what nation is Vladimir Putin the president? Where will he be meeting with President Bush? What helped to convince President Putin to seek a compromise with President Bush on the 1972 Anti-Ballistic Missile Treaty? Why are both the U.S. and Russia interested in reducing the number of long-range nuclear weapons they have?
2. According to the video, why is President Putin willing to risk criticism by compromising on this issue? How might the Crawford Summit become a true turning point in U.S.-Russian relations?
3. Divide the class into small groups. Direct groups to the Internet and other resources to learn more about the basic elements of the 1972 Anti-Ballistic Missile Treaty and the reasons why President Bush

wants to abandon it. Then, refer students back to the video and re-examine the reasons why President Putin may be in agreement with him. Ask groups to consider the political benefits and pitfalls of scrapping the ABM Treaty for each of the two leaders. Then, challenge each group to create a political cartoon that illustrates some of these ideas. Have groups present their cartoons and ask the rest of the class to interpret their meaning.

LINKS:

<http://www.state.gov/www/global/arms/treaties/abmpage.html>

<http://fas.org/nuke/control/abmt/>

<http://usgovinfo.about.com/library/weekly/aa090401a.htm>

Gardens

1. Where is the Battery Park City Conservancy? How were plants there affected by the destruction of the Twin Towers? Why were staff members concerned about the dust on the plants? How did staff members clean the garden's shrubs and plants?
2. Why were the gardenkeepers concerned about the park's soil? What were preliminary results of baseline tests on the soil? Why did Chief Horticulturist Fleisher look for earthworms in the soil? How is hope "growing" throughout the park?
3. What is photosynthesis? Pair students. Have each pair make a table to identify the role of each of the following in photosynthesis: light, water, pigments, adenosine triphosphate (ATP) and carbon dioxide. Then ask: Why do plants need light? What combination of environmental factors affects the rate of photosynthesis? How do you think the debris found on the plants in the Battery Park Conservancy might have affected their growth? Discuss.

EXTENSION: Arrange for a guided tour of a nearby botanical garden. Students can see various plants that have different light, temperature and mineral requirements.

LINKS:

<http://www.bpeparks.org/#>

<http://photoscience.la.asu.edu/photosyn/education/learn.html>

<http://gened.emc.maricopa.edu/bio/bio181/BIOBK/BioBookPS.html>

EDITOR'S NOTE:

USS Stennis
Northern Alliance
afghani
tribal law
Vladmir Putin
George W. Bush
ABM Treaty
conservancy

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CNN NEWSROOM Guide

November 14, 2001

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Interested in developing new strategies on how to best use CNN Newsroom? Want to find out how other teachers use it and other CNN programming?

Using CNN Newsroom will be the focus of a special Social Studies forum, set for 8 p.m. ET (5 p.m. Pacific), TONIGHT at TAPPED IN <http://www.tappedin.org/>. Help desk personnel will be available to assist new users.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 09:00...10:00

-The Northern Alliance takes over Kabul.

-CNN Newsroom's Joel Hochmuth explores Afghanistan's post-Taliban future.

Pakistan Reaction ... 05:00...15:00

-Pakistan worries about a Northern Alliance government in Afghanistan.

-Exiled Pashtun commanders in Pakistan wait for their chance to return home.

Tribal Law (Part II) ... 02:55...17:55

One powerful tribal chief does not support Pakistan's efforts in the war on terrorism.

Britain Terrorist Law ... 02:30...20:25

Great Britain considers a tough new anti-terrorism bill.

Rockwell Values ... 02:30...22:55

An exhibit of Norman Rockwell paintings is drawing record crowds.

Spirit of America ... 02:15...25:10

Patriotism is a big seller.

Rockefeller Center Tree ... 02:15...27:25

This year's Rockefeller Center Christmas tree has its roots in New Jersey.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What major Afghan city was taken out of the control of the Taliban yesterday? What cities and regions are now under the control of the Northern Alliance? Where does it appear that the Taliban forces are going? What challenges lie ahead for the Northern Alliance?
2. What international organization will be helping to fashion a post-Taliban government for Afghanistan? What kind of government do both Russia and the U.S. support for this country? What two ethnic groups make up the Northern Alliance? What ethnic group represents the majority of Afghanistan's people? Who might be brought into a post-Taliban government as a "unifying force"? What precedent demonstrates that the United Nations can be effective in nation-building? How do Northern Alliance leaders feel about the prospect of a government built by the United Nations?
3. Who are the Pashtun? Point out to students that this ethnic group of tribes accounts for about 40 percent of Afghanistan's 26 million people. Direct students, working in groups, to learn more about Afghanistan's ethnic diversity and share their findings. What other ethnic groups are part of Afghanistan's demographic profile? Where in the country can these groups be found? Why is it important that they are represented in Afghanistan's new government? After brief discussion, challenge each group of students to prepare a written plan for a post-Taliban government that allows for representation of these various ethnic groups while promoting political stability.

LINKS:

<http://www.cnn.com/2001/US/11/13/gen.war.against.terror/index.html>

<http://www.time.com/time/magazine/article/0,9171,1101011119-183964,00.html>

http://money.cnn.com/2001/11/13/markets/markets_newyork/

<http://www.odci.gov/cia/publications/factbook/>

Pakistan Reaction

1. How did Pakistani leaders learn of the fall of Kabul? Why are Pakistan's leaders worried about the prospect of a Northern Alliance government in Afghanistan? What kind of government would Pakistan like to see its neighbor have?
2. What charges are being leveled against Northern Alliance troops? How is the Northern Alliance's foreign minister responding to these charges? Where have the Taliban leaders gone? What have they done with the eight aid workers who were awaiting trial in Kabul?
3. What is the "Eastern Shura"? Where are the exiled Pashtun leaders currently living? What does the fall of Kabul mean for them? Why are some skeptical of the Northern Alliance?
4. Teachers: For a CNNfyi.com article and educational materials on the Northern Alliance advances, please go to:

<http://fyi.cnn.com/2001/fyi/news/11/13/northern.alliance/index.html>.

LINKS:

<http://www.cnn.com/2001/US/11/13/ret.frontlines.facts/index.html>

<http://www.un.org/>

Britain Terrorist Law

1. What is asylum? What examples given in the video illustrate problems with Britain's asylum laws? Why are some terrorists saved from extradition by the British government? What change to Britain's detainment law is being proposed by Home Secretary David Blunkett? What rationale is he offering for this change? How are his opponents reacting to the proposal?
2. By what date does the home secretary want his bill passed? What do you think of this proposal? Explain. Compare Mr. Blunkett's bill to recently passed anti-terrorism laws in the U.S. Do you think either or both countries is/are sacrificing liberty for the sake of security? Explain. How would you answer the question "How far do you restrict liberty to protect life?"

LINKS:

<http://europe.cnn.com/2001/WORLD/europe/11/12/gen.britain.powers/index.html>

<http://civilliberty.about.com/library/weekly/aa091201a.htm>

<http://www.aclu.org/>

Rockwell Values

1. Who was Norman Rockwell? Where is an exhibit of his paintings drawing record crowds? What aspects of simple, everyday American life did Rockwell include in his art? How do Rockwell paintings combine the outside world with American themes?
2. According to advertising executives, what kinds of themes are their clients seeking? What do you think is the relationship between current events and these "feel good" messages? How might the desire for "kinder, gentler" media translate into other areas such as entertainment?
3. Inform your students that Norman Rockwell created over 300 covers for the weekly magazine "The Saturday Evening Post." Direct your students to the Internet and other resources to examine some of these and other examples of Norman Rockwell's work. Discuss the images and themes present in these paintings. Then, divide the class into groups. Challenge each group to create a Rockwell-style magazine cover or print ad that captures today's feelings and themes. Have groups share their work with the class.

LINKS:

<http://www.nrm.org/>

http://artcyclopedia.com/artists/rockwell_norman.html

http://www.illustration-house.com/bios/rockwell_bio.html

Spirit of America

1. What are some examples of patriotism for sale cited in the video? What kinds of patriotic sales were evident 60 years ago? How were celebrities enlisted for these sales efforts? What celebrities have you

seen today involved in similar efforts? According to the video, what are the predictions for this year's holiday shopping season? Do you think patriotic sales will help boost consumer buying? Why or why not?

2. Have you purchased any patriotic items since the September 11th attacks? Explain. Do you think the retailers and businesses that sell these items are promoting patriotism or pursuing opportunity? State your rationale.

Rockefeller Center Tree

1. Where is Rockefeller Center? How is the center's Christmas tree chosen? Where was this year's tree found? What kind of tree is it? How did its owner react when asked if the tree could be taken for the famous Rockefeller Center display? How did the neighborhood react to its "celebrity stump"?
2. Inform your students that the Rockefeller Center Christmas tree tradition began in 1931, and has continued every holiday season with the exception of 1932. Ask each student to choose one year since 1931 (excluding 1932) and research the events of that year. Generate a class discussion about personification and how it is used by writers. Direct each student to employ personification and write an essay from the perspective of his/her chosen year's Rockefeller Center Christmas Tree. Ask students to consider: If the tree from your year could talk, what would it tell us about the people, events, customs and celebrations of its time? Have students edit, finalize and bind their stories in chronological order in a classroom publication. Make copies of the publication for parents and faculty members.

LINKS:

http://www.nyc tourist.com/xmas_rockcenter2.htm

<http://asia.cnn.com/2001/US/11/09/rec.rockefeller.tree.ap/>

EDITOR'S NOTE:

Kabul
Northern Alliance
Pakistan
Pashtun
civil liberties
Norman Rockwell
patriotism
Rockefeller Center

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CNN NEWSROOM Guide

November 15, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:30...01:40

Top Story ... 08:50...10:30

-U.S. leaders are pleased with the retreat of Taliban forces.

-The hunt for Osama bin Laden continues.

The Evidence ... 02:40...13:10

British leaders say they have new evidence against Osama bin Laden.

Taliban Future ... 03:00...16:10

Taliban officials scramble to forge new alliances.

Red Cross Reversal ... 02:50...19:00

The American Red Cross announces changes in its funding distribution.

Web Site Information ... 00:45...19:45

Information on the CNN NEWSROOM Daily Classroom Guide

Love in the Ruins ... 03:00...22:45

Some workers at Ground Zero find romance amid the rubble.

Ask CNN ... 01:25...24:10

When and by whom was the Pledge of Allegiance written?

Student Bureau ... 02:30...26:40

College students celebrate cultural diversity on campus.

CNN NEWSROOM CLOSE ... 01:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What advances have anti-Taliban forces made in recent days? Who is Donald Rumsfeld? What is he saying about the progress of the war on terrorism? Why does he say that the fight is far from over?
2. How long ago did President Bush order the airstrikes on Taliban targets in Afghanistan? To what extent have those strikes been successful? According to the Pentagon, why are Taliban forces now on the run? Why do you think that no one in Washington is yet claiming victory in this war?
3. Where are Taliban forces headed now? What are some possible hiding places in Afghanistan for Osama bin Laden? Describe the caves Taliban forces occupy in Afghanistan. Why are these caves so important to the Taliban? What is the role of intelligence in finding and destroying these caves? What challenges still exist for the anti-Taliban forces? What areas of Afghanistan are still in contention?
4. Throughout this week, CNN's Joie Chen has been using a large map of Afghanistan to help follow the military action there and discuss the next steps in the war on terrorism. Challenge your students, working in groups, to research and create their own physical maps of Afghanistan. Share group maps and discuss the geographic features that provide good hiding places for Osama bin Laden and the al Qaeda terrorists.

LINKS:

<http://www.cnn.com/2001/US/11/14/gen.war.against.terror/index.html>

http://school.discovery.com/homeworkhelp/worldbook/atoz/geography/a_006700.html

<http://www.afghan-web.com/geography/>

<http://geography.miningco.com/library/maps/blafghanistan.htm>

The Evidence

1. Who is Tony Blair? What announcement about Osama bin Laden did he make yesterday in a speech to the House of Commons? Summarize some of the statements made by bin Laden that implicate him in the terrorist attacks of September 11th.
2. How has U.S. Attorney General John Ashcroft reacted to the news of this videotape? How does the attorney general feel about the military tribunals approved by President Bush? How would trial by military tribunal be different from a jury trial? When have military tribunals been used to try civilians in the past?

LINKS:

<http://www.cnn.com/2001/WORLD/europe/11/14/inv.britain.proof/index.html>

<http://www.number-10.gov.uk/news.asp?NewsId=2686&SectionId=30>

Taliban Future

1. Describe the mood at the Taliban Embassy in Pakistan. Where was the Taliban ambassador, according to his deputy? Where did the reporters catch up with him? Who was his lunch companion?

2. Why are some Taliban leaders trying to forge new alliances with other Afghan leaders? Why is the "slow process" of talking about Afghanistan's future now "made urgent"? How do the stories of men returning from Kandahar illustrate the confusion in that city?
3. Teachers: For a CNNfyi.com story and discussion questions on the race to fill the Afghan void, go to:
<http://fyi.cnn.com/2001/fyi/news/11/14/afghan.future/index.html>.

LINKS:

<http://www.cnn.com/SPECIALS/2001/taliban/>

Red Cross Reversal

1. Why did officials of the American Red Cross issue a public apology yesterday? What change did the organization announce in the way its Liberty Fund donations will be handled? Who is Bernadine Healy? Why did she resign from her post as Red Cross president?
2. How much money has been donated to the Red Cross Liberty Fund? Why has the organization now stopped soliciting new contributions to this fund? Why are some donors angry? Why are some victims of the September 11th attacks complaining about the Red Cross? How has Congress responded?
3. What changes are being made to facilitate getting needed funds to those who need them? Who is responsible for this approach? Why is New York's attorney general now praising the Red Cross? Do you think this change in policy will "vindicate the public trust" in the Red Cross? Why or why not?

LINKS:

<http://redcross.org/>

<http://www.cnn.com/2001/US/10/30/rec.attacks.redcross/>

<http://www.cnn.com/2001/US/10/26/rec.healy.resigns/index.html>

Student Bureau: Culture Night

1. What kinds of things did students at the University of Missouri experience at their recent cultural celebration? What feelings did some students express about the events of September 11th? Do you agree or disagree with the student who thinks there will be more discrimination against people from other countries as a result of the terrorist attacks? Explain. What do these college students think will help overcome their fears and unify the country?
2. Provide your students with an opportunity to experience and appreciate cultural diversity. Have each student select a culture with which he or she may not be familiar, and conduct research to learn more about that culture. Hold a cultural diversity festival at your school and ask each student to contribute a representative food, music, art or story to the event.
3. Teachers: You may want to check out these related resources from Riverdeep.net:
"Tales of Ellis Island"
http://www.riverdeep.net/teaching_the_news/news_2001/august/082001_ellisland.jhtml

and

"The Struggle for Survival: Working towards Cultural Survival"

http://www.riverdeep.net/teaching_the_news/news_2001/august/081301_indigenous.jhtml.

LINKS:

<http://www.umkc.edu/>

<http://www.ceismc.gatech.edu/busyt/refs.html>

EDITOR'S NOTE:

Taliban

Osama bin Laden

Tony Blair

American Red Cross

Liberty Fund

Ground Zero

cultural diversity

Pledge of Allegiance

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CNN NEWSROOM Guide

November 16, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:20...01:30

Top Story ... 04:45...06:15

-A Taliban leader issues a new threat against the U.S.

-CNN's Joie Chen examines the role of air power in the war on terrorism.

Virtual War ... 04:30...10:45

The U.S. military uses technology to train troops for battle.

Guns and Ammo ... 03:20...14:05

Northern Alliance soldiers talk about life in war-torn Afghanistan.

Indonesia Peacekeepers ... 02:40...16:45

Indonesia will send peacekeepers to Afghanistan.

Finally Free ... 03:00...19:45

Eight aid workers held by the Taliban are now free.

Ask CNN ... 01:10...20:55

What is the function of the National Security Adviser?

Multilateralism ... 02:35...23:30

CNN political analyst Bill Schneider looks at the new, "multilateral" Pres. Bush.

Up Close: The Gomez Family ... 04:00...27:30

The Gomez family was forever changed by the events of Sept. 11th.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Who is Mohammed Omar? What threat did he issue in a recent interview with the BBC? Why do you think he made this threat? Which side appears to be winning battles in Afghanistan? How are the gains by anti-Taliban forces shaping the focus of the air war?
2. Describe some of the equipment and systems being used in the strikes on Afghanistan. What is the role of Special Operations forces in eliminating targets on the ground?
3. How have allied air power and ground forces aided the Northern Alliance in their ability to overcome the Taliban? Where is the Taliban going now? Point out to students that there has been talk of the Taliban retreating to the mountains to conduct a guerrilla war against any new Afghan government. Discuss the meaning of the term "guerrilla warfare," and how it is different from conventional warfare. Then, remind students that Afghan guerrillas (the mujahedeen) successfully waged war against the Soviets in the 1980s. Direct students to conduct research to learn more about that conflict and determine whether any guerrilla warfare now would be equally as effective. Share student findings and discuss.

LINKS:

<http://www.cnn.com/2001/US/11/15/ret.shepperd/>

<http://www.cnn.com/2001/WORLD/asiapcf/central/11/15/ret.afghan.attacks/index.html>

<http://www.af.mil/news/efreedom/index.shtml>

Virtual War

1. According to the video, when do most war casualties occur? Why? How is the U.S. military using technology to simulate early battles? What is STRICOM? How does it help prepare soldiers for battle? What popular game was invented at STRICOM? How do you think a game like "laser tag" might make a better soldier?
2. What is "total immersion"? How does the U.S. military use this strategy to prepare soldiers for battle? Describe some of the simulators seen in the video and their roles in soldier training. How do advancements in computer technology make these simulators possible? What other uses of technology for military training are demonstrated in the video? Can you think of any other ways that technology might assist in military training? Explain.

LINKS:

<http://www.stricom.army.mil/>

<http://www.army-technology.com/projects/index.html>

Indonesia Peacekeepers

1. How has the government of Indonesia offered to contribute to the political future of Afghanistan? Why would this be a significant contribution? What has been President Megawati Sukarnoputri's

position on the war in Afghanistan?

2. How is the use of the Indonesian military a "compromise" for Washington? When and where were UN peacekeepers last deployed? Who trained and supplied the militia troops in East Timor? What is the Leahy Amendment? Why was it passed by the U.S. Congress? What improvements in U.S.-Indonesian relations have occurred since Ms. Megawati's visit to Washington? How does the use of Indonesian peacekeepers signal a "positive step" for both the U.S. and Indonesia?
3. Use this opportunity to help your students learn more about the history, geography, government and economy of Indonesia. Divide the class into groups, and have each select one of these categories to research. Have groups make formal presentations of their findings. Discuss the reasons why Indonesia is looking for a way to bolster its image in the international community.

LINKS:

<http://geography.about.com/library/maps/blindonesia.htm>

<http://indonesianews.net/>

<http://www.odci.gov/cia/publications/factbook/>

Finally Free

1. Why were the eight aid workers captured and held by the Taliban? According to one German aid worker, what was the most terrifying part of their ordeal? What punishment were they facing if convicted?
2. How were the eight workers freed? How did they signal the U.S. helicopter that eventually took them out of Afghanistan? What have the workers said about their treatment?
3. When asked how they felt upon their release, both Heather Mercer and Dayna Curry said they were "just glad to be free." What do you think you would miss most if you were held in another country against your will? How important is your personal freedom to you? Why do you think that people who come to the U.S. from other countries often comment that they appreciate their new freedom more than anything else?
4. Teachers: For a CNNfyi.com article and discussion on this story, please go to:
<http://fyi.cnn.com/2001/fyi/news/11/15/aid.workers/index.html>.

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/central/11/15/gen.aid.workers/index.html>

<http://www.cnn.com/2001/WORLD/asiapcf/central/11/15/ret.clancy.otsc/index.html>

Multilateralism

1. What does it mean to be a unilateralist? Citing examples from the video, explain why President Bush was once perceived as a unilateralist.
2. Why does CNN political analyst Bill Schneider now refer to President Bush as "Mr. Multilateral"? Who are some of the world leaders with whom President Bush has recently met? According to Schneider, what is Mr. Bush's goal? How do both unilateralism and multilateralism come into play in advancing U.S. interests? How do you think U.S. interests have changed since September 11th?

3. Generate a class discussion about the importance of forging international relations for a president. Point out to students that the U.S. president, among his other roles, serves as "chief diplomat" of the nation. Challenge students, working in groups, to find news articles, in print or online, that illustrate the president working as chief diplomat. Have groups share their articles and explain how each demonstrates the president pursuing either a unilateral or a multilateral approach to governing.

LINKS:

<http://www.whitehouse.gov/>

<http://www.cnn.com/LLPOLITICS/>

EDITOR'S NOTE:

Mohammed Omar
U.S. Air Force
military technology
Indonesia
peacekeepers
Heather Mercer
Dayna Curry
multilateral

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CNN NEWSROOM Guide

November 19, 2001

Sign up for CNN's "Weekly Update for Educators," a weekly e-mail giving educators advance information to integrate current events into the curriculum. Go to:
<http://fyi.cnn.com/fyi/updates/>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:00...01:10

Top Story ... 02:20...03:30

Afghanistan ponders its political future.

Caves ... 05:20...08:50

Afghanistan's caves could harbor the world's most wanted terrorist.

Prisoners of War ... 03:15...12:05

Northern Alliance forces display their prisoners of war.

Taste of Freedom ... 02:15...14:20

Kabul TV is back on the air after a five-year absence.

Unholy War: Refugees ... 02:30...16:50

Afghan refugees illustrate the human toll of two decades of civil war.

Ask CNN ... 01:10...18:00

What is being done to root out terrorist cells already in the U.S.?

The Last Word ... 03:00...21:00

CNN's Bruce Morton questions the constitutionality of the "new rules" in the fight against terrorism.

The Local Paper ... 03:20...24:20

How are small city newspapers covering the terrorism story?

Red, White & Blue Holidays ... 02:50...27:10

This year's holiday colors are red, white and blue.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Which two Afghan cities are the last of the Taliban strongholds? What is the name of the principal opposition to the Taliban? What is the purpose of the meetings the Northern Alliance is being pressured to attend? Who is sponsoring these meetings?
2. What is a political vacuum? Why is it important that political power is shared in a new Afghan government? Why do you think the U.S. has made filling this power vacuum "a priority"? What are U.S. officials saying about the status of Osama bin Laden? How has his desire for nuclear weapons reinforced the United States' case against him? What other international issue will Secretary of State Colin Powell be addressing this week?
3. How do you think allied forces are able to narrow their hunt for Osama bin Laden? Politically speaking, what is "intelligence"? What role do you think intelligence plays in this kind of manhunt? In what situations might intelligence be a more effective weapon than bullets or bombs when searching for a person like bin Laden?

LINKS:

<http://fyi.cnn.com/2001/US/11/18/gen.war.against.terror/index.html>

<http://www.time.com/time/nation/article/0,8599,184958,00.html>

Prisoners of War

1. To what two groups do the prisoners in the video allegedly belong? Are all of these prisoners Afghans? Explain. Why do you think some have denied fighting against the Northern Alliance? What reasons do they offer for their presence in Afghanistan? What will the Northern Alliance officials who run this jail say they will do with their prisoners? How do you think they should go about determining whether or not these prisoners fought for the opposition?

LINKS:

<http://fyi.cnn.com/2001/US/11/18/gen.war.against.terror/index.html>

Taste of Freedom

1. When was the last time Kabul TV broadcasted? Why has it been off the air for five years? What was its first program as it returned to air? Who introduced the program? Why did the family in the video previously hide their television?
2. What are some of the stories of the wounded Taliban soldiers in Kabul's military hospital? Why did the Pakistani man join the fight on the side of the Taliban? What insight does this video give you about freedom of the press and free association under the Taliban?
3. How have civil liberties suffered under the Taliban's rule? Direct students, working in groups, to learn

more about Afghanistan's history under the Taliban and share their findings. Ask: How did the imposition of a strict Islamic state impact personal freedoms? Discuss the political, social and economic price Afghanistan's citizens are paying for Taliban rule.

LINKS:

<http://www.cnn.com/SPECIALS/2001/taliban/>

<http://fyi.cnn.com/2001/WORLD/asiapcf/south/08/08/afghan.timeline/index.html>

<http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html>

The Last Word

1. What, according to Bruce Morton, could be the next "casualty" of the war on terrorism? Summarize some of the new rules the U.S. government will follow as it pursues terrorists. How does Attorney General John Ashcroft defend these rules? What does Senator Patrick Leahy have to say about them?
2. What precedent exists for civilian trial by military courts? Have these trials been upheld by the Supreme Court? Why does Bruce Morton seem to favor trials in civil courts for accused terrorists? What message does he think the government's new rules for prosecuting terrorists sends?
3. Present students with these two opposing views on the federal government's terrorism prosecuting measures. The American Civil Liberties Union has stated that President Bush's order on military tribunals "is further evidence that the government is abandoning democracy's checks and balances." In defending the new government measures, President George W. Bush has said, "The government has a responsibility to protect our citizens---and that starts with homeland security." With whom do students agree? Have each student write a brief position paper in which he/she sides with one or the other speaker, and offers a rationale for that point of view.

LINKS:

<http://www.usdoj.gov/>

<http://www ACLU.org/>

<http://www.whitehouse.gov/>

<http://fyi.cnn.com/2001/US/09/25/inv.bush.fbi/index.html>

<http://cnn.com/2001/US/09/25/inv.civil.liberties/index.html>

The Local Paper

1. Of what newspaper is Brian Melton the managing editor? How has his paper handled the September 11th attacks? What did the paper do "differently" with this story? According to the paper's writers, what is the best way to connect this story to their readers? How have their readers responded? What were some of the sentiments they expressed in their letters?
2. Why do you think so many people save newspapers that carry stories of important events? Did your family save your local newspaper from September 11, 2001? If so, what would you think future generations could learn about the terrorist attacks from your local paper's coverage?
3. Teachers: For a CNNfyi.com article and discussion on this story, please go to:
<http://fyi.cnn.com/2001/fyi/news/11/16/small.city.newspaper/index.html>.

Red, White & Blue Holidays

1. What seem to be the predominant colors around the U.S. as Thanksgiving approaches? Is this typical holiday decor? Why is Old Glory taking its place among holiday decorations this year? How do some of the consumers in the video feel about this year's "new holiday spirit"?
2. With the holidays approaching, what are your students feeling? Are they feeling patriotic? Angry? Spiritual? Thankful? Will this holiday season take on a different meaning from those past? Challenge each student to write a letter to a future family member, expressing how he/she is anticipating the holidays in light of the events of September 11th. Ask students to seal their letters and put them away to be read in the future.

LINKS:

http://web8.si.edu/nmah/htdocs/ssb-old/2_home/fs2.html

EDITOR'S NOTE:

Konduz
Osama bin Laden
prisoners of war
Kabul
refugees
military courts
sabotage
red, white and blue

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CNN NEWSROOM Guide

November 20, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 02:45...03:25

The U.S. continues to hunt for Osama bin Laden.

Taste of Freedom ... 02:40...06:05

The residents of Mazar-e Sharif experience new-found freedom.

Lines on a Map ... 07:35...13:40

CNN's Bruce Burkhardt looks at Afghanistan's rich but troubled history.

Ask CNN ... 01:05...14:45

How do war bonds work?

Madison Avenue Changes ... 03:10...17:55

Will terrorism and recession impact holiday shopping in the U.S.?

Generation 911 ... 03:15...21:10

The September 11th attacks were a defining moment for many young Americans.

Say Yes for Children ... 05:40...26:50

A global campaign mobilizes people around children's issues.

CNN NEWSROOM CLOSE ... 01:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Which two major Afghan cities does the Taliban continue to control? Where are Osama bin Laden and his protectors believed to be located? What measures is the U.S. taking to find bin Laden? What is a "bounty hunter"? How much money is the U.S. offering for the capture of bin Laden? Why do you think the U.S. is refusing to allow Taliban leader Mullah Mohammed Omar to leave Kandahar?
2. Do you think the Northern Alliance will be able to negotiate a surrender by al Qaeda and Taliban troops in Konduz? Why or why not? How might such a surrender impact the fighting in Afghanistan and the war against terrorism? Discuss.

LINKS:

<http://fyi.cnn.com/2001/US/11/19/gen.war.against.terror/index.html>

<http://fyi.cnn.com/2001/US/11/19/ret.us.binladen/index.html>

<http://cnn.com/2001/WORLD/asiapcf/central/11/19/ret.konduz.surrounded/index.html>

Taste of Freedom

1. Where is the city of Mazar-e Sharif located? How has this city changed during the last week? What evidence suggests that residents of Mazar-e Sharif are enjoying their new-found freedom? Why do you think some of the fighters in Mazar-e Sharif might have difficulty adapting to civilian life?
2. Why is Mazar-e Sharif strategically important to the Northern Alliance? Based upon what you know about the political history of Afghanistan, what challenges do you think the Northern Alliance might encounter in leading Mazar-e Sharif? If necessary, you can refer students to multimedia resources, including the links below, to research the answer to this question.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/11/09/ret.mazar.significance/index.html>

<http://www.cnn.com/SPECIALS/2001/taliban/>

<http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html>

<http://fyi.cnn.com/2001/WORLD/asiapcf/south/08/08/afghan.timeline/index.html>

Lines on a Map

1. Where is Afghanistan located? What are some of the unique geographic features found in this landlocked country? How has geography influenced the cultural and political evolution of Afghanistan? What is the Silk Road? What is the Durand Line? Why is the Durand Line problematic? What evidence suggests that tribal loyalty often wins out over religious loyalty in Afghanistan?
2. Working as a class, challenge your students to create a map of Afghanistan that reflects the political power shifts that are taking place within the country. Display the map in your classroom and track the evolution of these changes as they occur. Have students consider how borders within Afghanistan might change as a result of these power shifts.
3. What types of social problems exist in Afghanistan? What percentage of Afghan children die before their fifth birthday? How many Afghans depend on handouts from the international community? How does your school compare to the Afghan school shown in the video? Which social problems do you think Afghanistan's new government should address first? Why?

4. Teachers: For a CNNfyi.com lesson plan on the political future of Afghanistan, visit the following Web site:
<http://fyi.cnn.com/2001/fyi/lesson.plans/11/14/afghan.future/>.

LINKS:

<http://www.afghan-web.com/geography/>
<http://fyi.cnn.com/SPECIALS/2001/taliban/>
<http://www.redcross.org/index.html>
<http://www.unhcr.ch/cgi-bin/txis/vtx/home>

Madison Avenue Changes

1. What is the current status of the U.S. economy? During which period of the year do stores and merchants in the U.S. usually make most of their profits? How are the events surrounding the September 11th attacks expected to impact consumers and the retail industry during this holiday season? How is the advertising industry responding to this situation?
2. According to the video, how have priorities changed for many Americans as a result of the September 11th attacks? Do you agree with these assertions? Explain. Have your spending habits changed since September 11th? Why or why not? If so, how?
3. What is an "economic indicator"? Challenge students to conduct online research and personal interviews to find out what types of products were big sellers during previous holiday seasons, and the status of the economy during those times. You may want to refer students to the last two links below to begin their research. Have students present their findings and discuss the extent to which these products were economic indicators. After the discussion, have students predict which products will be big sellers during this holiday season.

LINKS:

<http://www.cnn.com/2001/US/10/31/jackson.recession.primer.otsc.index.html>
<http://www.consumerresearchcenter.org/index.htm>
http://ad.doubleclick.net/adi/abz0.iclick.com/industry_retailindustry;svc=;site=retailindustry;kw=;chan=ind
<http://www.dttus.com/PUB/Retail/vol0904/vol90401.htm>

Generation 911

1. According to the video, how has life changed for many young Americans? How has your life changed as a result of the September 11th attacks? Have your priorities shifted? If so, how? Do you think life as you knew it prior to September 11th will return? Discuss.
2. Ask students: What historical events have defined generations of young Americans during the last 70 years? List students' responses on the board. Then, have students interview adults to find out where they were when the historical events occurred, and how these events impacted them and their generations. Have students write reports of their findings. After students share their reports, ask them to compare the challenges that previous generations faced to the challenges that young Americans face today.

LINKS:

<http://www.internetforschools.co.uk/t2online/01/8/11/titalk.html>

<http://leweb.loc.gov/>

Say Yes for Children

1. What is the Global Movement for Children? How many nations are participating in the Say Yes for Children campaign? How can students and teachers participate in this global campaign?
2. Do you ever feel that because you are a kid no one really listens to what you have to say? If so, why? How do you think granting rights to children benefits not only children but adults and the global community? Discuss.
3. Divide your students into ten groups and assign each group one of the following issues that affect children's lives:
 1. Leave No Child Out
 2. Put Children First
 3. Care For Every Child
 4. Fight HIV/Aids
 5. Stop Harming And Exploiting Children
 6. Listen To Children
 7. Educate Every Child
 8. Protect Children From War
 9. Protect The Earth For Children
 10. Fight Poverty: Invest In Children

Then, instruct each group to prepare a presentation about its issue and why global leaders need to address the issue. After the presentations, direct each student to the last Web site below to vote on the three issues that he/she believes are the most important for global leaders to address.

LINKS:

http://www.unicef.org/say_yes/

http://app.netaid.org/SayYes/en/vote/index.html?site_id=9a82af316b

EDITOR'S NOTE:

Osama bin Laden
Northern Alliance
Mazar-e Sharif
Afghanistan
geography
economic indicator
priorities
Say Yes for Children

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CNN NEWSROOM Guide

November 21, 2001

There will be no CNN NEWSROOM and no Daily Guide this Thursday and Friday, in observance of Thanksgiving in the U.S.

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 02:20...03:00

The U.S.-led war against the Taliban and al Qaeda is at a standoff.

Peace Moves ... 02:25...05:25

Afghan representatives plan to meet in Germany to discuss their country's political transition.

Refugees ... 05:30...10:55

-Many Afghans are displaced as a result of U.S.-led bombings.

-Violence escalates near refugee camps at the Afghanistan-Pakistan border.

Web Site Information ... 00:45...11:40

Information on the CNN NEWSROOM Daily Classroom Guide

Osama Bin Laden ... 02:25...14:05

The U.S. steps up its efforts to capture Osama bin Laden.

Ask CNN ... 00:55...15:00

Will the U.S. continue to combat terrorism after Osama bin Laden is captured?

Money Laundering ... 02:25...17:25

Canadian authorities address the problem of money laundering.

Diamonds and Terrorism ... 02:50...20:15

Terrorists use gemstones to finance their operations.

Special Series ... 07:00...27:15

CNN's Rudi Bakhtiar looks at the science of diamonds.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What is the status of the U.S.-led war against the Taliban and al Qaeda? Which two Afghan cities are the last of the Taliban strongholds? Under what circumstances would the U.S. refrain from bombing a specific site in Afghanistan? Why is it important to the allied nations that Osama bin Laden and top Taliban leaders remain in Afghanistan?
2. Direct students to the links below to write essays that address the following two questions: Why has the Pentagon described the situation at Konduz and Kandahar as a standoff? Do you think the Taliban will surrender or will they continue to fight? Have students share their essays with the class and discuss.

LINKS:

<http://www.cnn.com/2001/US/11/20/ret.frontlines.facts/index.html>

<http://www.cnn.com/2001/WORLD/asiapcf/central/11/13/ret.kabul.withdrawal/index.html>

<http://www.cnn.com/SPECIALS/2001/trade.center/index.html>

Peace Moves

1. Why are Afghan representatives planning to meet in Germany this weekend? Why is the meeting being held in Germany? Why do some Afghans not recognize the United Front and the Northern Alliance? Which Afghan ethnic group will be missing from the meeting? Why?
2. Who is Burhanuddin Rabbani? According to Rabbani, why is now the time to end the warfare and to start the process of rebuilding Afghanistan? Do you think the decision-making process for peace should be held in Afghanistan or another country? Discuss.
3. Direct students, working in groups, to learn more about Afghanistan's ethnic diversity and share their findings. What other ethnic groups are part of Afghanistan's demographic profile? Where in the country can these groups be found? Why is it important that they are represented in Afghanistan's new government? After brief discussion, challenge each group of students to prepare a written plan for a post-Taliban government that allows for representation of these various ethnic groups while promoting political stability.

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/central/11/20/ret.rabbani.amanpour/index.html>

<http://www.odci.gov/cia/publications/factbook/>

Refugees

1. Why were the Afghans featured in the video forced from their homes? Where are these Afghan citizens seeking refuge? What problems do these people face? Why are many of these refugees angry?
2. Why did violence erupt at the Chaman border crossing? How did authorities address this volatile situation? Where is the Killi Faizo refugee camp located? How many refugees live in this camp? How many Afghan refugees arrive in Killi Faizo each day? Why is it unsafe for Afghan refugees to live so close to the border?
3. Have students consult the last link below, and other resources, to learn about the role of the United Nations High Commissioner for Refugees (UNHCR) in Afghanistan, the challenges that face UNHCR workers in this country, and the plight of Afghan refugees. Share student findings. Discuss how the escalation of conflict in Afghanistan and the impending winter weather could impact the work of the UNHCR and the lives of Afghan citizens.
4. Teachers: For a CNNfyi.com lesson plan on this topic, visit the following Web site:
http://fyi.cnn.com/2001/fyi/lesson.plans/09_25/afghan.refugees.index.html.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/south/11/12/ret.afghan.refugee/index.html>
<http://cnn.com/2001/WORLD/asiapcf/central/11/20/ret.afghan.refugees.index.html>
<http://cnn.com/2001/US/11/19/ret.bush.humanitarian/index.html>
<http://www.unhcr.ch/cgi-bin/texis/vtx/home>

Osama Bin Laden

1. Who is the leader of the al Qaeda network? Where is Osama bin Laden believed to be hiding? What measures is the U.S. taking to find bin Laden? How much money is the U.S. offering for the capture of bin Laden? Why is it difficult for allied forces to obtain information about bin Laden's whereabouts?
2. How do you think allied forces are able to narrow their hunt for Osama bin Laden? Politically speaking, what is "intelligence"? What role do you think intelligence plays in this kind of manhunt? Do you think that intelligence might be a more effective weapon than bullets or bombs when searching for a person like bin Laden? Explain.

LINKS:

<http://www.time.com/time/nation/article/0,8599,184958,00.html>

Money Laundering

1. What is "money laundering"? How much money is laundered each year by drug lords, organized crime, and terrorists? What examples of money laundering are cited in the video? What are Canadian authorities doing to address the problem of money laundering? What can businesspeople do to help stop this illegal practice?
2. Refer students to multimedia resources to learn more about money laundering and the measures that the U.S. government is taking to find, freeze and seize the money around the world that supports Osama bin Laden's al Qaeda and related terrorist networks. Have students focus on the USA Patriot

Act of 2001 and the Bank Secrecy Act. Students can begin their research at the two links below. After students share their findings, ask: How might the new laws impact U.S. citizens and the U.S.-led war against terrorism? Do you support the new regulations? Discuss.

LINKS:

<http://www.moneylaundering.com/>

<http://www.thebankingchannel.com/ofac/article.html?section=ofac-newsroundup&id=TBCIVA6TOTC>

Diamonds and Terrorism

1. In which countries are "blood diamonds" mined? What gems do authorities believe are being used to help fund al Qaeda? How do terrorists use gemstones to finance their operations? Why are authorities going after the middlemen who are involved in diamond smuggling? Which nation has been the focus of U.N. efforts to stop diamond smuggling?
2. Divide your class into four groups. Have each group prepare a presentation about the history and impact of the war in one of the following African countries: Sierra Leone, the Democratic Republic of Congo, Angola or Liberia. Have each group identify the role of diamonds in the conflict. Following the presentations, have each student write an essay in response to one of the following three questions:
 1. Does the diamond industry, as a whole, contribute to these conflicts? If so, how?
 2. What can the diamond industry and the international community do to help stop the violence in these countries?
 3. Will stopping the trade of blood diamonds end the wars in these African nations?Have students share their essays and discuss.

3. Teachers: You can obtain additional information and activities on this topic by visiting the following two Riverdeep.net sites:

http://www.riverdeep.net/teaching_the_news/ttn_2000_july/072500t_diamonds.jhtml

http://www.riverdeep.net/teaching_the_news/news_2000_feb_front/010200.diamonds.jhtml

LINKS:

<http://www.cnn.com/2000/WORLD/africa/01/12/africa.diamonds/>

<http://www.un.org/>

Special Series: Other Side of Africa: Diamond Science

1. How is a diamond formed? Where are the top seven mining nations located? How does diamond mining differ from the mining of metallic elements?
2. What is kimberlite? Why is the diamond mining process considered environmentally friendly? What are some of the dangers associated with diamond mining? Why does the surface of a diamond repel water? How is the value of a diamond determined?
3. Teachers: Visit the following CNNfyi.com site for a lesson plan on the science of diamonds:
<http://fyi.cnn.com/2001/fyi/lesson.plans/11/20/diamond.science/index.html>.

LINKS:

<http://www.amnh.org/exhibitions/diamonds/>

<http://media.fastclick.net/w/click.here?gid=816&v=2.11&buster=1572>

EDITOR'S NOTE:

standoff

Kandahar

Konduz

refugees

Osama bin Laden

money laundering

al Qaeda

diamonds

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CNN NEWSROOM Guide

November 26, 2001

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<http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:00...03:40

Teachers: Please prescreen this segment, as its content may not be appropriate for all students.

-Northern Alliance leaders claim to control half of Konduz.

-Taliban prisoners stage a prison uprising.

Post War Talks ... 04:35...08:15

-Pashtun leaders support the upcoming U.N.-backed meeting of Afghan factions in Bonn.

-Afghanistan and Germany have a long history of positive relations.

Taliban Influence ... 04:40...12:55

Support for al Qaeda and the Taliban appears to be widespread.

Web Site Information ... 00:45...13:40

Information on the CNN NEWSROOM Daily Classroom Guide

In the Headlines ... 04:35...18:15

-Scientists in Massachusetts clone the first human embryo.

-President Bush opposes the creation of cloned human embryos.

Special Series ... 08:20...26:35

Diamonds are one of South Africa's greatest natural resources.

Look Ahead ... 00:15...26:50

Tomorrow: The Other Side of Africa, Part II

CNN NEWSROOM CLOSE ... 01:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Prison Revolt

1. In which Afghan city is the last major pocket of Taliban resistance thought to remain? Which countries do Taliban fighters come from? In your opinion, what should be done with the non-Afghan Taliban fighters that are captured? Do you think the recent surrender of Taliban troops will encourage other Taliban fighters to surrender as well? Why or why not?
2. Where in Afghanistan did yesterday's prison revolt take place? Who staged the revolt? How long did the uprising last? What did the Northern Alliance do to stop the uprising? How many people are believed to have been killed? Why do you think the prisoners staged the revolt? Discuss. In your opinion, will the revolt have political or military repercussions? Explain.

LINKS:

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/25/ret.afghan.konduz/index.html>

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/25/ret.chilcote.otse/index.html>

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/24/ret.bindra.otse/index.html>

<http://fyi.cnn.com/SPECIALS/2001/trade.center/index.html>

Post War Talks

1. Who are the Pashtuns? How many Pashtuns are there in Afghanistan? What is the purpose of the upcoming U.N.-backed talks in Bonn, Germany? Why are some political leaders and political analysts concerned about how the post-Taliban government is formed? What role does Pakistan want the U.N. or an Islamic force to play in the formation of a post-Taliban government?
2. How do the leaders of the Pashtun, Pakistan and the Northern Alliance feel about the prospect of a government built by the United Nations? What evidence suggests that the U.N. could be effective in helping to rebuild Afghanistan? Refer groups of students to the last three links below to learn about the U.N.'s role in rebuilding different nations, such as East Timor and Kosovo. Pose the following questions to guide students' research:
 - How does the situation in Afghanistan differ from the situations in other nations, such as East Timor and Kosovo?
 - What role should the U.N. assume in establishing and running a post-Taliban government?
 - What problems might the U.N. encounter while helping to rebuild Afghanistan?
 - What types of national and international support would the U.N. need to successfully rebuild Afghanistan?

Have students share their findings in class discussion.

3. Who are the Pashtun? Point out to students that this ethnic group of tribes accounts for about 40 percent of Afghanistan's 26 million people. Direct groups of students to learn more about Afghanistan's ethnic diversity and share their findings. What other ethnic groups are part of Afghanistan's demographic profile? Where in the country can these groups be found? Why is it important that they are represented in Afghanistan's new government? After brief discussion, challenge each group of students to prepare a written plan for a post-Taliban government that allows for representation of these various ethnic groups while promoting political stability.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/11/25/gen.bonn.afghanistan/index.html>
<http://www.un.org/apps/news/story.asp?NewsID=2241&Cr=Afghan&Cr1=brahimi>
<http://www.odci.gov/cia/publications/factbook/>
<http://www.un.org/peace/etimor/etimor.htm>
<http://www.un.org/peace/kosovo/pages/kosovo1.shtml>
http://www.un.org/Depts/dpko/dpko/cu_mission/body.htm

Taliban Influence

1. What newly discovered documents suggest that support for al Qaeda and the Taliban is widespread? Describe the relationship between the Taliban and al Qaeda. To what extent are they interdependent?
2. What are some of the political and ideological differences between Western and Islamic cultures? What historical events helped galvanize the current Muslim fundamentalist movement? Refer students to the video and other resources to create a timeline of these events, beginning with the formation of the state of Israel. Then, instruct each student to research one of the events and write a newspaper article describing the event and its political significance from the perspective of either a Western or Muslim journalist. After students share their articles, ask: How do you think the U.S.-led war on terrorism will impact the Muslim fundamentalist movement? Do you think it's possible for Western and Islamic nations to peacefully coexist? Discuss.

LINKS:

<http://fyi.cnn.com/2001/fyi/news/09/28/Islam.explainer/index.html>
<http://www.cair-net.org/>
<http://www.muslimcenter.org/>
<http://www.ahram.org.eg/weekly/1998/397/re6.htm>
http://www.mwusa.org/news_afghan2.html
<http://www.ummah.org.uk/hajj/>

In the Headlines: Cloning Breakthrough

1. Why did scientists from Advanced Cell Technology clone a human embryo? What are "replacement cells"? Why do some people oppose cloning human embryos? How long might it be before practical applications of this cloning technology is applied in medicine?
2. How has President George W. Bush responded to the creation of the first cloned human embryo? What is the Bush administration's position on human cloning in general? What type of stem cell-related research did President Bush back last summer? What is the status of federal human cloning legislation?
3. Teachers: You can find a CNNfyi.com lesson plan on stem cell research at:
<http://www.cnn.com/2001/fyi/lesson.plans/07/12/stem.cell/index.html>.

Also, you can refer your students to Harcourt.com's Academic Press Dictionary of Science and Technology for definitions in the fields of genetics and cloning. Go to:
<http://www.harcourt.com/dictionary/>.

LINKS:

<http://fyi.cnn.com/2001/TECH/science/11/25/human.embryo.clone/index.html>

<http://www.advancedcell.com/>

<http://www.liebertpub.com/cbi/default1.asp>

Special Series: The Other Side of Africa: Part I

1. Have students locate South Africa and its neighboring countries on a world map. What are some of South Africa's major industries? Which of South Africa's natural resources has the greatest value?
2. When and where was the first diamond discovered in South Africa? How did the discovery of diamonds affect the Kimberley area and the economy of South Africa? What is the De Beers group? How has De Beers contributed to the evolution of the diamond industry?
3. What are "blood diamonds" or "conflict diamonds"? According to the diamond industry, what percentage of the global diamond market is derived from blood diamonds? What figure do human rights campaigners offer to dispute this percentage? What does this discrepancy suggest? What is the "Kimberley Process"? What are the pros and cons of this initiative for consumers and De Beers? Discuss.
4. Point out to students that billions of dollars generated by the sale of "conflict diamonds" enables rebels to arm themselves heavily with advanced weapons and to enlist new soldiers in civil wars. Divide your class into four groups. Have each group prepare a presentation about the history and impact of the war in one of the following African countries: Sierra Leone, the Democratic Republic of Congo, Angola or Liberia. Have each group identify the role of diamonds in the conflict. Following the presentations, have each student write an essay in response to one of the following three questions:
 1. Does the diamond industry, as a whole, contribute to these conflicts? If so, how?
 2. What can the diamond industry and the international community do to help stop the violence in these countries?
 3. Will stopping the trade of blood diamonds end the wars in these African nations?Have students share their essays and discuss.
5. Teachers: You can access two online articles related to this story by visiting the following CNNfyi.com Web sites:
<http://fyi.cnn.com/2001/fyi/news/11/22/diamond.history/>

<http://fyi.cnn.com/2001/fyi/news/11/20/diamond.science.index.html>

Also, for more information and activities related to blood diamonds, go to the following two Riverdeep.net sites:

http://www.riverdeep.net/teaching_the_news/tn_2000/july.072500t_diamonds.jhtml

http://www.riverdeep.net/teaching_the_news/news_2000/feb/front.010200.diamonds.jhtml

For additional resources related to this CNN NEWSROOM special, check out CNNfyi.com's coverage of The Other Side of Africa at:

<http://fyi.cnn.com/fyi/interactive/specials/africa/>

LINKS:

<http://www.amnh.org/exhibitions/diamonds/>

<http://media.fastclick.net/w/click.here?gid=816&v=2.11&buster=1572>

<http://www.debeersgroup.com/>

EDITOR'S NOTE:

prison uprising

Konduz

Bonn, Germany

United Nations

Pashtun

clone

stem cells

diamonds

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CNN NEWSROOM Guide

November 27, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:00...01:10

Top Story ... 05:05...06:15

- U.S. Marines in Afghanistan sharpen the hunt for Osama bin Laden.
- Travelers crossing into Pakistan bring stories from the war in Afghanistan.

Post-War Afghanistan ... 06:30...12:45

- Delegates arrive in Germany for a meeting on Afghanistan's political future.
- Afghan women hope a new government will honor their rights.

In the Headlines ... 03:05...15:50

Experts officially declare the U.S. economy in "a recession."

Web Site Information ... 00:45...16:35

Information on the CNN NEWSROOM Daily Classroom Guide

Special Series ... 04:05...20:40

Teachers: Some students may find the accounts in this story disturbing. Please preview.
Hutus and Tutsis live together at the Nelson Mandela Village.

Special Series ... 07:00...27:40

A college graduate returns to Rwanda to rebuild his country.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What last major Taliban stronghold in Northern Afghanistan has now fallen to the opposition? Where has the U.S.-led coalition now shifted its military efforts? Near what major city have U.S. Marines landed? What is the purpose of the Marine deployment near Kandahar? How many Marines are expected to be in this area over the next two days?
2. According to the video, why were some Taliban fighters denied entry into Pakistan? What did CNN's Jim Clancy learn from the Taliban commander who was allowed entry into Pakistan? Why do you think some Taliban leaders are now "willing to negotiate"? What kinds of stories are travelers who cross the border bringing about the war in Afghanistan? How do these travelers assess the mood of most Afghans?

LINKS:

<http://fyi.cnn.com/2001/US/11/26/gen.war.against.terror/index.html>

Post-War Afghanistan

1. Why are delegates from different Afghan interests meeting in Germany? How many ethnic groups make up Afghanistan's population? Which are the largest of these groups? How does the issue of loyalty complicate Afghanistan's ethnic situation?
2. Who is represented by the largest delegation to this meeting? What position of power does Burhanuddin Rabbini hold now? What ethnic group does he represent? What ethnic group does exiled King Zahir Shah represent? Why do many of his own refuse to recognize him as their leader? Will there be any Taliban delegates to this meeting? Do you agree that the Taliban should be excluded from these talks? State your rationale.
3. Why has it been five years since 20-year old Mina last attended school? In spite of the recent improvement in her quality of life, what behavior does Mina demonstrate that indicates her tie to the old ways? Why does she quickly put her veil on when some Afghan men appear? How many women will be part of the Afghan delegation in Germany? Why are some Afghan women skeptical of claims that their rights will be honored under a new government?
4. In recent weeks, some U.S. leaders, including First Lady Laura Bush and Senator Hillary Rodham Clinton, have focused public attention on the plight of Afghanistan's women under the Taliban. In the past, similar kinds of government-sponsored oppression (e.g. ethnic cleansing in the Balkans, apartheid in South Africa) have been reviled by world leaders. Ask students to consider what role the international community should play in guaranteeing basic human rights for the women of Afghanistan under a new government.
 1. Generate a class discussion about the benefits of women's rights for Afghanistan's economy, society, government and standing in the international community. Based on what students know about the culture of Afghanistan, could women there encounter any resistance to reinstatement of their basic rights?
 2. Divide the class into small groups.
 3. Give each group ample time to discuss the possible courses of action for the international community and select one to recommend to the rest of the class. For example, groups might consider a U.N. resolution or economic or political sanctions if women's rights are not honored under a new government, or groups might decide the international community should not take any action.

4. Have each group appoint a spokesperson and present its recommendation. Discuss the potential consequences of each recommendation for both Afghanistan's women and the international community.

LINKS:

<http://www.afghan-info.com/Ethnicist.htm>

<http://www.latimes.com/news/opinion/la-110401starr.story>

<http://geography.about.com/library/cia/blcafgghanistan.htm>

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/26/ret.afghan.women/index.html>

<http://www.time.com/time/world/article/0,8599,185651,00.html>

In the Headlines: The Economy

1. What economic "mixed signals" emerged from this past weekend's retail data? Economically speaking, what is a recession? According to the National Bureau of Economic Research, when did the current recession in the U.S. begin?
2. According to the experts, under whose presidency did the last economic boom actually start? How did the boom sustain itself? How long did it last? What key factor last March indicated the start of the current recession? How does the media usually define a recession? How does this definition differ from that implemented by the NBER?
3. To what extent did the September 11th attacks impact the weakening economy? Why do many believe that the economic worst "may already be over"? What is President Bush saying about the current economic situation? Based on historical data given in the video, how long do you think this recession will last? Explain.
4. Point out to students that economists typically gauge various economic indicators to assess the health of the economy. Ask students to recall some of the indicators they heard mentioned in the video, such as employment, industrial production and real income. Divide the class into groups, and have each group conduct research to find other economic indicators that they may have heard in the past, such as GDP and consumer confidence. List all the indicators groups find, as well as those they heard in the video, on the board. Direct each group to select one indicator and prepare an in-depth presentation on what it measures, how it is assessed, and its significance in the overall economic picture.

LINKS:

<http://money.cnn.com/2001/11/26/economy/recession/index.htm>

<http://www.nber.org/>

<http://cycles-www.nber.org/cycles/november2001/recessnov.html>

<http://www.tch-indicators.org/#>

Special Series: The Other Side of Africa (Part II): Rwanda Village

1. Where is the Nelson Mandela Peace Village located? Why did the United Nations Educational Scientific and Cultural Organization (UNESCO) establish this village? What two Rwandese ethnic groups engaged in violence against each other in 1994? Who lives in the Mandela Peace Village? How do you think the personal losses suffered by each of the village's residents affects their relationships with one another?

2. Why were literacy programs established at this village? Do you think they were important for the success of the village? Explain. Who is Fabrice Rukundo? How is he representative of the younger population of the village?
3. What happened to Edisa Barakagwira's family? When asked if she is Hutu or Tutsi, she replies, "I am Rwandese." Ask students: What is the meaning and the significance of this statement? Point out to students that Rwanda was divided by civil war in the 1990s between its two different cultures, the Hutus and the Tutsis. Have students use online and print resources to learn more about the history of the relationship between the Tutsis and Hutus. Then ask: Why do you think both Hutus and Tutsis can live together in the Nelson Mandela Peace Village?
4. Who is Nelson Mandela? Refer students to the first Web site below to learn more about Nelson Mandela's philosophy and his lifelong work. Then ask: How does the existence of this village exemplify Mandela's philosophy? Discuss.

LINKS:

<http://www.anc.org.za/people/mandela.html>

<http://www.unesco.org/>

<http://www1.cnn.com/EVENTS/1996/year.in.review/topten/hutu/history.html>

<http://www.un.rw/UNRwa/UNESCO.shtml>

Special Series: The Other Side of Africa: (Part III) Rwanda Graduate

1. Who is Innocent Bagabama? What is the "Pacem in Terris Institute" project? Why was Bagabama chosen to be a participant in this program? Who is Monsignor William Kerr? How has Kerr influenced Bagabama's life? What do you think is the ultimate goal of this program? Explain.
2. What happened in Rwanda in 1994? How did these events directly impact Bagabama and his pursuit for an education?
3. Remind the students that Monsignor Kerr told Bagabama, "You have all of the ingredients to be a leader." Brainstorm with students examples of "ingredients" of a leader. Have a student create a list of these on the board. Then ask: Which qualities do you think are most important in a leader? How might an education in the United States help nurture a natural leader such as Bagabama? Discuss.
4. Share this quote by Innocent Bagabama: "I'd like people to get together and understand that they are one, and work together and develop their country, not look at the tribal political differences." Why is unity in the city important to Bagabama? What are some strategies that an effective leader might utilize to accomplish this goal? Discuss.
5. What makes a good leader? Challenge students to create a list of leaders such as Winston Churchill, Martin Luther King Jr., and Franklin D. Roosevelt. Have each student write a report about the background and attributes of one of these individuals. Under what circumstances did the person come into power? What events challenged his/her leadership abilities? Why was this person considered an effective leader? After students share their findings, have them examine the similarities and differences in the leadership styles of these individuals. What recommendations might these leaders offer Innocent Bagabama as he sets out to lead his country towards a peaceful future?
6. Teachers: For a CNNfyi.com article on this story, please go to:
<http://fyi.cnn.com/2001/fyi/news/11/26/rwanda.innocent/>.

For a comprehensive CNNfyi.com site on "The Other Side of Africa" series, please go to:
<http://fyi.cnn.com/fyi/interactive/specials/africa/>.

LINKS:

<http://www.pacem-in-terris.org/>

<http://www.ifrc.org/news/index.asp>

EDITOR'S NOTE:

Afghanistan

U.S. Marines

Mohammed Omar

multiethnic government

women's rights

recession

Rwanda

Nelson Mandela

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CNN NEWSROOM Guide

November 28, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:10...00:20

Top Story ... 01:00...01:20

The U.S. Dept. of Justice steps up the pressure on suspected terrorists.

Ask CNN ... 00:50...02:10

Does the U.S. have a responsibility to rebuild Afghanistan?

Rebuilding Afghanistan's Government ... 05:40...07:50

-The U.N. urges Afghan interests to work together for a new government.

-Some question the trustworthiness of the Northern Alliance.

Rebuilding Afghanistan's Economy ... 05:00...12:50

-It will take time and money to rebuild Afghanistan's infrastructure.

-Business leaders who once backed the Taliban push for a change in leadership.

Rebuilding Afghanistan's Press ... 02:30...15:20

Radio and print media are returning to Afghanistan.

Web Site Information ... 00:45...16:05

Information on the CNN NEWSROOM Daily Classroom Guide

Special Series ... 11:00...27:05

Few people are aware of the location and rich history of Timbuktu.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Who is the current attorney general of the United States? What action did he announce yesterday regarding the domestic war on terrorism? How many of those charged are already in custody? To what terrorist organization do many of them allegedly belong? What do you think Attorney General Ashcroft means when he says his department will "use every constitutional tool to keep suspected terrorists locked up"?

LINKS:

<http://fyi.cnn.com/2001/LAW/11/27/inv.ashcroft.terror.charges/index.html>

Rebuilding Afghanistan's Government

1. Where are Afghan factions meeting in an attempt to set the framework for a post-Taliban government? Why will these factions need to demonstrate "unprecedented courage and leadership" in order to accomplish this goal? Which of the groups represented at the Bonn meeting holds the most political "cards"? Why? According to the video, how do Northern Alliance leaders feel about sharing power in a new Afghan government?
2. What is the international community willing to do to help Afghanistan rebuild itself? What promise are international leaders making to the people of Afghanistan? Why do you think the reporter rates the chances of success at this conference as "uncertain"?
3. Why are many U.S. officials questioning the will of the Northern Alliance to share power with other Afghan interests? What specific examples do experts offer to support this concern? How does the Northern Alliance respond to these concerns? How is the Bush administration attempting to guarantee the Northern Alliance's cooperation? Do you think that tying U.S. financial aid to a broad-based interim government is a good idea? Why or why not?
4. Teachers: For a CNNfyi.com article and educational materials on this story, please go to:
<http://fyi.cnn.com/2001/fyi/news/11/26/afghan.talks/index.html>.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/11/27/gen.afghan.conf.bonn/index.html>

<http://usgovinfo.about.com/library/weekly/aa092801a.htm>

Rebuilding Afghanistan's Economy

1. What is the focus of the meeting being held in Islamabad? Who is sponsoring this meeting? What is the approximate price tag for the rebuilding of Afghanistan? When was the last time Afghanistan was peaceful? Why will life for the next generation be difficult? What needs can be met by the international community? What one important need cannot be met by other nations? How will the rebuilding of Afghanistan be different from post-conflict programs in places like East Timor and Cambodia? Why do you think it is imperative that Afghans control their rebuilding process?
2. What are most of the trucks that roll along the Afghanistan-Pakistan border carrying? Why do many carry "the empty burden of the conflict in neighboring Afghanistan"? How is the lack of cargo impacting the truckers who drive this route? How much has business declined for these operators?

since the September 11th attacks? Who are the truckers looking toward to help remedy the situation? Why have they abandoned the Taliban leaders?

3. What are some of the natural resources and products exported by Afghanistan? Have your students work in groups to learn more about Afghanistan's economy. Direct each group to create a written or graphic economic profile of the country. Share group profiles and point out the industries and businesses that have potential for growth in a peaceful Afghanistan. Discuss the economic impact that political stability could have on the quality of life for average Afghans.

LINKS:

<http://www.afghan-web.com/economy/>

<http://www.odci.gov/cia/publications/factbook/>

Rebuilding Afghanistan's Press

1. How is a free press making its way back into the lives of many Afghans? Where will the "Voice of Afghanistan" radio station be based? What kind of format will it offer listeners? What is significant about recent newspaper coverage in Afghanistan? Do the editors of Anis have the freedom to publish anything they want? Explain. Why are newspapers hard to come by in Afghanistan? What do many writers have to do to get their news?
2. According to the Freedom House, an organization that monitors civil liberties worldwide, the Taliban sharply restricted freedom of expression. Freedom House states: "The Taliban banned televisions, videocassette recorders, videos and satellite dishes in 1998, and destroyed such stock found in shops." Generate a class discussion about the kind of government created by the Taliban and why Taliban leaders would be opposed to a free press. Have students consider other regimes that have severely limited their citizens' access to information, such as the People's Republic of China. Ask: What does a political system gain by restricting the flow of information to its citizens? What does it lose as a result?

LINKS:

<http://www.freemedia.at/wpfr/afghanis.htm>

<http://216.119.117.183/research/freeworld/2001/countryratings/afghanistan.htm>

Special Series: The Other Side of Africa (Part IV): Timbuktu

1. Where is Timbuktu located? Why is this city historically significant? Using a map of West Africa, describe the geography of Timbuktu and its surrounding region. How did geography contribute to the evolution of this historical city?
2. What are nomads? What role did nomads play in the evolution of Timbuktu? Why has the city been controlled by so many different rulers? To what other regions has the Niger River Valley been compared?
3. Why was Timbuktu so prosperous during the 1300s? What types of products were bought and sold in Timbuktu during this era? When was Timbuktu's "Golden Age"? What intellectual and spiritual developments occurred during this period?
4. How has Timbuktu changed since the 16th century? For whom is the Ahmed Baba Center named? When was this center established? What great treasures can be found in Timbuktu today? Why is

Timbuktu's intellectual history so important to West Africa and the international community today?

5. Point out that, in 1990, Timbuktu was inscribed on the List of World Heritage in Danger, and UNESCO established a conservation program to safeguard the city. Divide your class into small groups. Instruct students to imagine that they are archeologists or historians working for either UNESCO or the Ahmed Baba Center, and have each group conduct research to learn more about a historical site or scholarly publication found in Timbuktu. Each group will prepare a three to four minute multimedia presentation on its topic, including an explanation of why it is important that the historical site or publication be preserved.
6. Inform students that, from about the 300s AD to the late 1500s, the Ghana, Mali, and Songhai empires thrived in what is now Mali. Have students learn more about the struggle for power and the celebration of new discoveries in the ancient civilization of Mali. Refer students to library and Internet resources to learn more about the geography, history and culture of the Mali Empire, including the Mandinka tribe of West Africa, trading centers such as Timbuktu and Jenne, and the slave trade. Then, challenge small groups of students to use a creative format, such as music, writing, storytelling or painting, to teach others about a particular aspect of the Mali civilization.

LINKS:

<http://www.unesco.org/whc/sites/119.htm>

<http://www.unesco.org/whc/whreview/article7.html>

<http://www.pbs.org/wonders/index.html>

http://www.pbs.org/wonders/fr_rs.htm

<http://www.africana.com/>

<http://www.ruf.rice.edu/~anth/arch/brochure/>

<http://www.aolsvc.worldbook.aol.com/whol/wbPage.na.ar.co.558220?op1=&st1=Timbuktu&op2=&st2=&>

EDITOR'S NOTE:

Afghanistan
rebuild
Northern Alliance
Taliban
interim government
printing press
Timbuktu
Mali

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CNN NEWSROOM Guide

November 29, 2001

Have information about current events sent directly to you from the desk of CNN.com each Friday.
Sign up at <http://fyi.cnn.com/fyi/updates/>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:10...00:20

Top Story ... 01:30...01:50

The first U.S. combat death in Afghanistan is confirmed.

Rebuilding Afghanistan ... 02:40...04:30

There is some agreement among Afghan delegates debating their country's future.

The Coming Winter ... 02:20...06:50

Food and shelter are in high demand as the Afghan winter approaches.

Ask CNN ... 01:20...08:10

What is a material witness?

Civil Liberties ... 07:50...16:00

-The Bush administration defends its tactics in the fight against terrorism.

-Foreign students attending U.S. colleges are under increasing scrutiny.

Signed Flag ... 03:45...19:45

A special American flag is on its way to Afghanistan.

Special Series ... 07:30...27:15

A journey through Ethiopia is an intellectual and spiritual awakening.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Who has been confirmed as the first U.S. combat fatality in Afghanistan? In what capacity was he serving the U.S.? What are Taliban leaders saying about U.S. claims that a Taliban leadership compound was attacked Tuesday night? Why are Pentagon leaders striving to "break the Taliban's chain of command"? Where in Afghanistan are U.S. Marines establishing a base?

LINKS:

<http://fyi.cnn.com/2001/US/11/28/gen.war.against.terror/index.html>

Rebuilding Afghanistan

1. On what "first step toward government" have the two major delegations to the Afghan government talks agreed? When will a full list of council names be ready? What "hang up" remains to be resolved? How does the Northern Alliance feel about the possibility of an international security force in Afghanistan?
2. In an apparent rebuff against Afghanistan's former king, one Northern Alliance negotiator said that the alliance puts its faith in institutions, not people. What do you think this means? Based on what you have learned about Afghanistan, which kind of government do you think would be best suited to the country: One based on individual leaders or one based on institutions? State your rationale.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/11/28/gen.afghan.bonn/index.html>

The Coming Winter

1. Why will this winter be especially harsh for many Afghan families? What is the international community doing to help these families? Describe the conditions in which Zamira and her five children live. Despite the fact that the U.N. has food to deliver, why are many Afghans still going hungry? Why does the approaching Afghan winter make it even more important that Afghan leaders quickly come to an agreement about their new government?
2. Use this opportunity to have your students conduct an in-depth study of Afghanistan's geography. Have students work in groups to research the country's geographical elements, including location, climate and topography. Direct groups to share their findings. Compare the characteristics of the Afghan winter to those of winter in your region. Challenge students to put themselves in the place of Afghan families: How would they survive a harsh winter without many of the basic necessities? Discuss.

LINKS:

<http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html>

<http://www.afghan-web.com/geography/>

<http://geography.miningco.com/library/maps/blafghanistan.htm>

Civil Liberties

1. Where is a constitutional battle over the Bush administration's anti-terrorism tactics taking shape? What measures are currently being debated by the senators? What constitutional questions are being

raised about suspects currently held in the U.S.? How does the Justice Department defend its actions?

2. When in the past has the Justice Department acted aggressively in the name of domestic security? Why is the Justice Department seeking to interview 5,000 young, Middle Eastern men who are in the U.S. on temporary visas? What is "profiling"? Why do some of these Middle Eastern men feel the Justice Department is profiling them? Why does Attorney General John Ashcroft say this questioning is necessary?
3. Where is Ahmad Shinwari studying engineering? From what country did he come? What did he have to do to be admitted to a U.S. university? How did the revelation of the immigration status of one of the September 11th hijackers affect many foreign students? Explain.
4. What measures is Congress considering for international students living in the U.S.? Why are many universities opposed to these measures? Where do the universities argue that changes need to made? What do academics say that foreign students bring to the economy and the educational system? Who are some of the high profile international graduates of U.S. colleges?
5. Ask students to recall some of the measures the Bush administration is using to combat terrorism in the U.S. List their responses on the board. What do students think of these measures? At what point, if any, should civil liberties be trimmed to enhance security?

Inform students that, in a recent issue of Time magazine, Charles Krauthammer defends President Bush's domestic measures in the war on terrorism. He presents this as the classic scenario for breaching the law during war: "There is a nuclear bomb hidden in New York City. It is set to go off in 30 minutes. You have captured a terrorist who knows where it is. To find out, are you allowed to torture him, let alone suspend his Miranda rights?" Krauthammer goes on to state that, "Only a moral idiot would say no." Present the class with Krauthammer's scenario and solicit students' responses. Do students agree or disagree with Mr. Krauthammer's reasoning? Discuss.

LINKS:

<http://www.nara.gov/exhall/charters/billrights/preamble.html>

<http://www.lectlaw.com/files/conf9.htm>

<http://www.aclu.org/>

<http://www.whitehouse.gov/response/investigativeresponse.html>

<http://civilliberty.about.com/library/weekly/aa091201a.htm>

Signed Flag

1. Where was the American flag shown in the video found? Whose names are written on the flag? Who signed this flag? What are some of the messages that appear on it? Where is the flag being sent? What purpose does Major Andersen believe the flag will serve to the U.S. Marines in Afghanistan? Who will decide how the flag will be used?
2. If you had had an opportunity to sign this flag, what message would you want to convey? What words best describe your feelings about September 11th now? What would you want to say to those who are putting their lives in jeopardy in the defense of freedom?

Special Series: The Other Side of Africa (Part V): Ethiopia

1. Locate the modern nation of Ethiopia on a world map. What ancient city, located in what is now Ethiopia, was the first to adopt Christianity? For what legend is Aksum (also spelled "Axum") famous? Who was Menelik? What is the Arc of the Covenant? Where do Axumites believe the Arc of the Covenant rests today? How is it protected?
2. How old are the monolithic churches of Lalibela? What makes these churches unique? Who built these churches? What is the legend surrounding their construction? What two types of churches exist at Lalibela? What is a "rockhewn" structure? What do the churches in each of the two main groups symbolize? Describe some of the features of the Lalibela churches. How do the modern accommodations in the area mimic the ancient structures?
3. What was Ethiopia's first permanent capital? Who founded this capital, and when? For what structure did King Fasilida become known? What other structures are notable reminders of Gondar's history?
4. Share this quote from African historian Dr. John Henrik Clarke with your class: "History is a clock that people use to tell their political and cultural time of day." Generate a class discussion about this quote and what students have learned about the political and cultural "time" of ancient Ethiopia. Next, divide the class into small groups. Challenge each group to take on another of Africa's ancient empires, such as the Ghana, Mali, Nubia, Zulu, or Songhai, and conduct research to learn more about its history. Have each group make a formal presentation of its findings. Groups should relate the important events and achievements of their civilizations to others around the world at similar periods in time. Discuss ancient African contributions to the "clock" that is the human story.
5. Teachers: For a comprehensive CNNfyi.com Web site on The Other Side of Africa, go to:
<http://fyi.cnn.com/fyi/interactive/specials/africa/>.

LINKS:

<http://www.wsu.edu:8080/~dee/CIVAFRCA/CIVAFRCA.HTM>
<http://artsedge.kennedy-center.org/aoi/resources/hg/ancient.html>
<http://www-sul.stanford.edu/depts/ssrg/africa/history/hisking.html>

EDITOR'S NOTE:

Mike Spann
CIA
Afghanistan
civil liberties
military courts
Justice Department
student visa
Ethiopia

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CNN NEWSROOM Guide

November 30, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 02:40...03:40

The U.S. Dept. of Justice offers incentives for information on terrorists.

Ask CNN ... 01:35...05:15

How does the U.S. government protect its borders?

America Strikes Back ... 04:40...09:55

-CNN's Nic Robertson reports on the Taliban's resolve.

-Hundreds of Taliban fighters are now prisoners of war in Taloqan.

Rebuilding Afghanistan ... 04:00...13:55

-The Northern Alliance approves of an international peacekeeping force for Afghanistan.

-The Bonn talks spark optimism among Kabul's residents.

Fleeing Afghanistan ... 02:30...16:25

Sikh refugees tell of widespread discrimination under the Taliban.

Reporter's Notebook ... 03:30...19:55

CNN's Alessio Vinci offers a reporter's perspective on coverage of the Taliban prisoner uprising.

Shuttle Security ... 02:35...22:30

The upcoming shuttle launch will be the object of heightened security.

Airport Art ... 02:35...25:05

Children's art helps to comfort anxious travelers.

Student Bureau ... 02:20...27:25

A class of third graders answers the president's call to help Afghan children.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Targeting Terrorists

1. What new approach is Attorney General John Ashcroft trying in an attempt to prevent terrorist attacks in the U.S.? What rewards could be provided to non-U.S. citizens who act as informants? Why are some immigration lawyers critical of this incentive program? How does the attorney general respond to their concerns?
2. The Justice Department's incentive program is the latest in a series of measures in the war on terrorism. One measure that President Bush is defending is his decision to use military tribunals to try non-U.S. citizens accused of terrorism. In a speech yesterday he said, "We must not let foreign enemies use the forms of liberty to destroy liberty itself." What do you think the president means? Do you think that forms of liberty can be used to destroy liberty? State your rationale.

LINKS:

<http://fyi.cnn.com/2001/US/11/29/inv.immigration.incentives.index.html>

America Strikes Back

1. What happened when armed Taliban fighters showed up at the Pakistan/Afghanistan border? What other evidence from the video suggests that some Taliban forces are possibly regrouping? How did the Taliban commander in the video respond to the question of the surrender of Spin Boldak? Who is Mullah Mohammed Omar?
2. What are the nationalities of some of the prisoners of war who were fighting alongside the Taliban? Why don't their captors want these POWs to know about the prison uprising near Mazar-e Sharif? How does the prisoner respond when asked about his knowledge of Osama bin Laden? Who did Taliban commanders tell these prisoners they would be fighting?
3. In this report the word "infidels" is used more than once, referring to both pro and anti-Taliban fighters. What does infidels mean? Why do you think each side uses this word to describe its enemies? How does use of the word infidel give each side a kind of religious legitimacy over the other?

LINKS:

<http://www.cnn.com/WORLD/9610/05/taliban/>

<http://usgovinfo.about.com/library/weekly/aa092801a.htm>

<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/alqaeda.html>

Rebuilding Afghanistan

1. What is the status of the U.N.-backed talks in Bonn, Germany? Why is it important that an

international peacekeeping force be established in Afghanistan? What is the Northern Alliance's position on this issue? Which nations do you think should be represented in this international peacekeeping force? Why?

2. Who is Nasar Salmai? What type of work does he do? How did the Taliban regime affect attendance at his school? Why do Salmai and other residents of Kabul feel optimistic about the future of Afghanistan? How might life change for residents of Kabul when Afghanistan's new government assumes power?
3. Why is it likely that many Afghan citizens will feel distrustful of their new government's leaders? Refer students to the last link below, and other resources, to learn about the history of Afghanistan during the last 30 years. Have students create a timeline of the significant political events that occurred during this period. Then, assign groups of students different events from the timeline. Have each group research the social and economic impact of the political event. After students share their findings, ask: Why is it important that the new Afghan government have the trust and support of its people? What should Afghanistan's new leaders do to regain the trust of their people? Discuss.
4. Teachers: For a CNNfyi.com article related to this story, please go to:
<http://fyi.cnn.com/2001/fyi/news/11/26/afghan.talks/index.html>.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/11/29/gen.bonn.talks/index.html>
<http://www.un.org/apps/news/story.asp?NewsID=2284&Cr=afghan&Cr1=brahimi>
<http://usgovinfo.about.com/library/weekly/aa092801a.htm>
<http://fyi.cnn.com/2001/fyi/news/10/23/afghanistan/index.html>

Fleeing Afghanistan

1. For how long did Mehar Singh's family live in Afghanistan? What religion does his family practice? How were they discriminated against under the Taliban? To where did Singh and his family flee after the U.S. attacks on Afghanistan began? Does Singh think that life in Afghanistan will improve? Explain. How do others who were interviewed feel about prospects for Afghanistan's future?
2. Did religious freedom exist in Afghanistan under the Taliban? Divide the class into small groups. Have each group conduct research to learn more about the extent to which non-Muslims enjoyed religious freedom when the Taliban controlled the country. Have groups share their findings. What kind of government did the Taliban establish? Why do students think this theocracy refused to honor religious diversity in Afghanistan? Discuss.

LINKS:

<http://afghanhindu.freesevers.com>
<http://www.sikh-history.com>
<http://www.unher.org>
http://atheism.about.com/library/irf99/bl_irf_afghanistan99.htm

Shuttle Security

1. Why was yesterday's scheduled shuttle launch postponed? What is significant about the launch of this shuttle mission? What "extreme measures" is NASA taking to insure the safety of Endeavour and its

crew? Why are few details of the shuttle's security measures being revealed? According to the video, what makes the space shuttle a "tempting target for terrorists"?

2. Teachers: For related activities, check out these sites from Riverdeep.net:
"New Frontier in Space"

http://www.riverdeep.net/teaching_the_news/news_2001_march_032201_space.jhtml and

"What's it like to meet an astronaut?"

http://www.riverdeep.net/teaching_the_news/news_2000_august_090100_astronaut.jhtml.

LINKS:

<http://fyi.cnn.com/2001/TECH/space/11/29/shuttle.scrub/index.html>

Student Bureau: A Helping Hand

1. How did Monica Whitted teach her third graders about life in Afghanistan? What recording did the children listen to at the end of this lesson? How did Ms. Whitted's students respond to the president's request? How much money did the students earn? According to Ms. Whitted, what did her students learn from this experience?
2. What is empathy? Review the way Ms. Whitted taught her students to empathize with the plight of Afghan children. What do you think of her method? How would you teach young children to empathize with others?

LINKS:

<http://www.whitehouse.gov/afac>

EDITOR'S NOTE:

John Ashcroft
incentive
prisoner of war
refugee
Sikh
Endeavour
artistic emotion
America's Fund for Afghan Children

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